

MINNESOTA GOVERNOR'S COUNCIL
ON DEVELOPMENTAL DISABILITIES
370 CENTENNIAL BUILDING
658 CEDAR STREET
SAINT PAUL, MINNESOTA 55155

(651) 282-2899 voice
(651) 297-7200 fax
(800) 627-3529 Minnesota Relay Service
Email: admin.dd@state.mn.us

REQUEST FOR PROPOSALS:

REPLICATION OF THE PARTNERS IN POLICYMAKING® LEADERSHIP TRAINING
PROGRAM IN MINNESOTA, GRADUATE WORKSHOPS, AND FOLLOW ALONG
ACTIVITIES

JANUARY 2007

Minnesota Governor's Council on Developmental Disabilities
 370 Centennial Office Building
 658 Cedar Street
 Saint Paul, Minnesota 55155
 (651) 282-2899 voice
 (651) 297-7200 fax
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Part 1: Request for Proposal Summary

TITLE: REPLICATION OF THE PARTNERS IN POLICYMAKING® LEADERSHIP TRAINING PROGRAM IN MINNESOTA, GRADUATE WORKSHOPS, AND FOLLOW ALONG ACTIVITIES

ISSUED BY: Minnesota Governor's Council on Developmental Disabilities
370 Centennial Office Building
658 Cedar Street
Saint Paul, Minnesota 55155
Email: *admin.dd@state.mn.us* or
mary.jo.nichols@state.mn.us
Voice: (651) 282-2899
Fax: (651) 297-7200
Minnesota Relay Service: (800) 627-3529

1.A: Authority and Purpose

Where the funds come from. The federal funds available under this Request for Proposal (RFP) are provided to the State of Minnesota from the Administration on Developmental Disabilities (ADD), Administration for Children and Families, United States Department of Health and Human Services, as authorized under the Developmental Disabilities Assistance and Bill of Rights Act of 2000 (DD Act). In Minnesota, the Governor's Council on Developmental Disabilities (GCDD) uses the funds to address federal requirements by supporting several strategies. The most important strategy is the Partners in Policymaking® program. The results that the GCDD must report annually, and that each funded project or program must achieve, are the *increased independence, productivity, self determination, integration and inclusion (IPSII) of people with developmental disabilities and their families in the community.*

Purpose of the funds. The Partners in Policymaking program (Partners program) is a competency based and value based leadership training program designed for adults with disabilities and parents of young children with developmental disabilities. This intensive eight-month program teaches leadership skills, provides best practices information in specific topic areas, and helps participants develop productive partnerships with elected officials and other policymakers.

The purpose of the funds associated with this RFP is the replication of the Partners program and additional training for Minnesota Partners graduates. A successful proposal will include innovations that may enhance the learning for Partners participants and/or approaches for carrying out the program in a more efficient and cost effective manner without jeopardizing the integrity or quality of the Partners program.

How the funds will be used. A total of \$210,000 is available for the replication of the Partners program, resource packets for the weekend sessions, program evaluation by an external evaluator, Partners graduate workshops, Partners listserv, and Partners database.

PLEASE NOTE: History has shown that the cost for preparation of the resource packets for the eight weekend sessions of the Partners program is about \$10,200; the cost for the external evaluations is \$4,800; the cost for managing and maintaining the Partners listserv is \$7,500; and the cost to conduct two or three Partners Graduate workshops is about \$30,000.

1.B: Due Date

Your proposal must be received at the GCDD, by mail or hand delivery, no later than 3:00 p.m. on Thursday, March 15, 2007. You must deliver ten paper copies of the complete proposal; each copy should be stapled or bound. The GCDD does not accept proposals through fax or e-mail. *Late proposals will NOT be considered for funding.*

1.C: Questions

Questions about this RFP should be directed to Mary Jo Nichols, the GCDD Grants Administrator. The deadline for questions is 12:00 noon on Thursday, February 22, 2007. Responses will be emailed to all who submitted questions about the RFP. Submit questions to:

Mary Jo Nichols
Grants Administrator
Minnesota Governor's Council on Developmental Disabilities
370 Centennial Office Building
658 Cedar Street
Saint Paul, Minnesota 55155
Email: *admin.dd@state.mn.us* or
mary.jo.nichols@state.mn.us
Voice: (651) 282-2899
Fax: (651) 297-7200
Minnesota Relay Service: (800) 627-3529

Part 2: Proposal Requirements

2.A: Who Can Apply

Eligibility. Proposals can be submitted by any public organization or by any private non-profit organization that has 501(c)(3) tax-exempt status from the Internal Revenue Service. Applicants must include a document confirming their status.

The GCDD is seeking proposals from organizations experienced in leadership training and development, facilitation skills, knowledge and understanding of best practices in the developmental disabilities field, the principles and values upon which the Partners program is based, and the primary outcomes of IPSII that participants are expected to achieve.

2.B: Project Length

This RFP covers up to a five year period. Funds are available and can be awarded for a one-year period only. Whether or not the grant is renewed depends on the availability of federal funds, and also upon the satisfactory performance of the organization in completing its responsibilities.

2.C: Program Background

Partners in Policymaking, created in 1987 by the Minnesota GCDD, is the most significant program provided by the GCDD. Partners is a competency- and values-based leadership training program for adults with disabilities and parents of young children with developmental disabilities.

From its Minnesota origin, Partners programs have been implemented in almost all states in the United States and internationally. More than 15,000 Partners graduates are part of a growing national and international network of community leaders serving on policy making committees, commissions, and boards at all levels of government. In addition, the GCDD has converted the curricula to five online courses and several thousand people have used this electronic version.

Two publications – the [Partners in Policymaking Coordinator’s Handbook](#), and [Curriculum Highlights](#) – present a comprehensive review of the Partners program and how to replicate a quality program. These resource materials are at the Partners website at <http://www.partnersinpolicymaking.com>, click “Classroom” and “For Coordinators.” These publications should be used when preparing a proposal.

2.D: Program Components

The success of the Partners program in terms of replication and the level of learning achieved for participants – competencies and skills acquired and skills developed – depends on several key components.

Partners in Policymaking program:

a. Carrying out your plan. Your proposal will describe your understanding of the Partners program and how you propose to replicate the program including all of the key components, as well as any additional learning opportunities you might propose to offer to all Minnesota Partners graduates.

b. Recruitment. The program is designed for adults with disabilities and parents of young children with developmental disabilities. Some of the side benefits to the classroom experience include the networking among participants and strengthening of networking skills, sharing of personal stories and success in securing services, the teacher/learner contribution that each participant brings to the program, and an appreciation about common areas of concern.

The richness of this experience depends on the diversity of each class – men and women; a range of ages, and educational and income levels; variety of disabilities; geographic location – urban, suburban, rural; and racial/ethnic minority community representation. The recruitment and

selection process is critical to obtaining a mix of participants that reflect all aspects of diversity in the state.

c. Attendance. Attendance is required at each weekend session. There is an intentional order and sequence to the topics covered, and skills introduced and practiced. Each weekend session builds upon previous sessions; and learning is strengthened, enhanced, and reinforced throughout the program year. Regular attendance is a condition of graduation.

d. Participatory learning. A class of 35 participants offers the greatest opportunity for full and active participation of all individuals and the time for everyone to get to know each other. Speakers play an important role in assuring that this happens when they understand and incorporate adult learning methods into their presentations.

e. Evaluation. The Partners program is evaluated internally and externally in a variety of ways.

A baseline survey is collected prior to the start of the first weekend session to obtain demographic information, current levels of leadership skills and experience, and program expectations.

A follow-up survey is conducted six months after the program for each class to determine what changes occurred as a result of the training experience, including IPSII levels.

Each year, a longitudinal study is conducted for the four most recent Partners classes to determine the long term benefits of the Partners program.

These evaluations are completed by an external evaluator. **Costs for the external evaluations are estimated at \$4,800.**

Each speaker or presenter for each of the weekend sessions is evaluated in terms of knowledge gained, usefulness and quality. Results are reviewed and shared with speakers and used to make program improvements.

Participants are asked to evaluate themselves in terms of IPSII at the start of the program and at graduation to show changes and expected increases as a result of completing this leadership training program.

In addition, the ADD requires the collection of customer satisfaction data. Examples of customer satisfaction questions are:

- I was treated with respect during the outreach and training program;
- I have more choice and control as a result of the program;
- I can do more things in the community as a result of the program;
- I am satisfied with the program;
- My life is better because of the program;
- I have a better understanding of my rights because of the program;
- I am more able to be safe and protect myself from harm because of the program.

These evaluation data are collected by the organization with the results reported to the GCDD and submitted to the ADD annually.

f. Supplemental resources. For each weekend session, Partners participants receive a packet of materials that provide additional information about the topic addressed. This packet is reviewed for currency and accuracy for each Partners session. The packets themselves have been prepared by people with developmental disabilities in a supported employment program. **Costs for preparation of the packets are estimated at \$10,200.**

The GCDD has recently completed a five-year project to convert the classroom program to an e-learning site. A series of five online Web-based courses are now available at the Partners website. These courses are intended to supplement, enhance and reinforce the classroom learning. They can also serve as refresher courses for Partners graduates or training resources for a broad audience. The online courses should be incorporated into the replication of the Partners classroom program as well as Partners Graduate Workshops.

g. Homework. Each weekend session – 16 hours of classroom learning – provides a great deal of information and several opportunities to learn new skills by applying that information. In order to reinforce that learning, homework assignments are given, and expected to be completed and turned in at the following weekend session. Completion of all homework assignments is also a graduation requirement.

h. Accessibility. Program participants include individuals with disabilities who may require a variety of accommodations in order to participate in the program. Both physical and program accessibility must be considered when planning the training program, selecting a training program site, and replicating the program.

Graduate Workshops and Follow Along Activities - Partners Listserv and Partners Database:

Graduate Workshops: The Partners classroom program teaches leadership and communication skills, and how to establish and build personal networks. Partners graduates are encouraged to participate in leadership training opportunities that can improve and strengthen their personal leadership skills.

The GCDD has voted to continue offering these training opportunities for Minnesota Partners graduates. Two or three Partners Graduate Workshops should be planned for a total of at least 60 Partners graduates. During the past year, workshop topics included Inclusive Education (reasons for inclusive education, effective planning processes and planning tools, modifications/adaptations of curricular materials), Self Determination (principles and basic tools, creative individual budgeting, importance of self advocacy in self determination), and Skills for Negotiating Difficult Conversations (negotiating models and tips, increasing meeting effectiveness and reducing conflict). Future topics should be based upon the input of Partners graduates. **Costs for planning and carrying out these workshops must be included in the budget and are estimated at \$30,000.**

Partners Listserv:

The Partners listserv is a closed email list for graduates and coordinators of the Partners program. It was established as a communication tool to provide quick access to sharing important information, issues, concerns, or to respond to questions, requests for help, or other activities. The information exchanged may include: accomplishments, "how to" suggestions, requests for assistance, announcements of conferences, training seminars and related meetings, and public policy alerts.

About 400 individuals are subscribers to the listserv. Subscribes and unsubscribes, listserv monitoring and posting of guidelines, and a quarterly survey are currently handled by a listserv manager. **Costs to continue a listserv must be included in the budget and are estimated at \$7,500.**

Minnesota Partners Database:

A database of over 670 Minnesota Partners graduates must be maintained and updated. The database serves as a mailing list for announcements about Graduate Workshops, and information/training sessions on disability related topics, or notices about public policy issues.

2.E: Required Activities

Funds use. Your plan must call for using at least seventy-five (75) percent of the grant funds for the program. Total administrative costs, including indirect costs, must not exceed twenty-five (25) percent of the total grant. The training program itself should offer a variety of learning opportunities for participants; quality resource materials; and presenters with experience and expertise in their respective fields, knowledge of best practices and adult learning styles, and an understanding of the purpose of this training program and intended results.

State partnership. A successful applicant must work with GCDD staff to discuss program purpose and results, performance measures and reporting requirements, and application of the Baldrige Framework and quality principles. The GCDD will expect the applicant organization to continually improve the design and delivery of effective leadership training.

Project reporting. If your proposal is accepted, you will be required to prepare and submit progress reports to the GCDD. The GCDD, in turn, is required to report to the federal government about all grant activities. You will be required to report on activity numbers. These numbers are considered "outputs."

But you also will be expected to report on "outcomes" which describe what difference, if any, all this activity makes in the lives of people. This is something you need to consider when writing your proposal. The Evaluation section under 2.D: Program Components describes the outputs and outcomes important to the GCDD.

Part 3: Proposal Writing Instructions

3.A: Application Cover

Complete the attached Application Cover form. This is Page 1 of your proposal. An original signature, in blue ink, is needed on one application cover.

3.B: Program Summary

Prepare a one-page summary of your proposed program. This is Page 2 of your proposal.

3.C: Program Narrative

Limit the narrative portion of your proposal to no more than ten (10) pages. Use a type size that is standard (12 point) or larger. Include the following in the 10-page narrative section:

1. Describe your understanding of the Partners program, the key principles that you would incorporate into replicating the program, and how you would help to assure that all competencies are acquired and skills learned.
2. Describe your recruitment process and what community resources you would use to assist with recruitment, including recruitment in the counties that are still without a Partners graduate – Lac Qui Parle and Wabasha counties.
3. Describe how you will promote, encourage and support full attendance at each weekend session, so that each participant can strengthen their learning, acquire all competencies, and practice new skills.
4. Describe how you will ensure that participants will have opportunities for full and active participation. Describe the role of speakers in assuring this happens by incorporating adult learning methods into their presentations.
5. Describe how you will select and compile resource materials for each weekend session, and how you will prepare the packets of supplemental resources for each weekend session. Our preference is to continue to make this job opportunity available for people with developmental disabilities who are receiving supported employment services.
6. Describe how you will incorporate the Web-based e-learning courses into the classroom program and encourage the use of additional online resources.
7. Describe how you will plan and conduct Partners Graduate Workshops, and use the e-learning courses for the Workshops.
8. Describe how you will use homework assignments between each weekend session to reinforce the classroom learning.
9. Describe how you will ensure that physical and program accessibility will be considered when planning the program, selecting a training site, and replicating the program.

10. Describe how you will work with an external evaluator.
11. Describe how you will maintain a Partners listserv, and continue to make this communication tool available for Partners graduates and Partners coordinators.
12. Describe how you will maintain and update the database of Minnesota Partners graduates.
13. Provide documentation about the legal status of your organization as a 501(c)(3) or a public organization.

3.D: Performance Measures

Limit this section to no more than two (2) pages. Describe the evaluation process and procedures you will use to meet the full range of evaluation requirements for this program. These include:

- The baseline survey to obtain demographic information, current levels of leadership skills and experience, and program expectations.
- Six-month follow-up survey to determine resulting changes, including IPSII levels.
- A longitudinal study to determine the long term benefits of the program.
- Evaluations of speakers and presenters, and how the evaluations will be used to improve future weekend sessions.
- Participant self-assessments in terms of IPSII, both at the program start and at graduation.
- ADD-required customer satisfaction data.

3.E: Budget and Budget Justification

Limit this section to no more than four (4) pages. Complete a proposed Budget according to the line item categories on the Budget Form. The Budget Justification explains the costs that you allocate under each major line item. Both the Budget AND the Budget Justification must be included in your proposal.

PLEASE NOTE: Your budget must include costs for the following; estimated costs are also referenced above on Pages 3 through 6 under Part 2. Proposal Requirements, Program Components:

1. Replication of the Partners classroom program.
2. Preparation of resource packets for each weekend session (estimated at about \$10,200).
3. Partners graduate workshops (estimated at \$30,000).
4. Partners listserv (estimated at \$7,500).

Your budget must include a twenty-five (25) percent local match UNLESS the program will be carried out in a designated poverty area. If the program is carried out in a designated poverty area, a ten (10) percent local match is required. Contact the GCDD grants administrator for information about how to determine if the area in which your proposed program will be carried out is designated as a poverty area or if you have any questions. Also contact the GCDD grants administrator if you have any questions about what funds can be used for the local match. GCDD

funds are federal funds. If you are using dollars to meet your local match requirement, in whole or in part, those local dollars *cannot* also be federal funds.

Please prepare your Budget Justification using the following guidelines:

1. The Budget Form includes GCDD funds and local match for the entire program period. Enter the total amount that you expect to expend in GCDD funds and local match that will be provided under each expense category (major line items noted in bold on the Budget Form);
2. Include a separate Budget Justification narrative to fully explain and justify each expense category. Include the following information for each expense category:

- a. **PERSONNEL:** Include salaries and wages. Identify the staff who will be working on the Partners program **and** Partners Graduate Workshops, and the hours each will devote to each of these. Provide a breakdown of fringe benefits – health insurance, FICA, other insurance/benefits.
- b. **RENT:** Rent should be part of the local match. Rent includes utilities, building/maintenance costs if paid (note separately and the amount), and the percent allocated to this program.
- c. **TRAVEL:** Include local mileage, parking costs, and bus fare for the Partners program **and** Partners Graduate Workshops. If staff are reimbursed on a per mile basis, include the reimbursement rate that has been approved by your organization.

If out-of-town travel is necessary, explain the purpose for this travel, destination, length of stay, food and lodging allowances, any other transportation costs, and staff who will be traveling.

Include the same information for participants but do not identify individual participants. All local transportation costs should be included under this expense category.

NOTE: The reimbursement rate for participants **MUST** be the same as the reimbursement rate for staff.

- d. **SUPPLIES:** Enter the total cost for all consumable supplies for the Partners program **and** Partners Graduate Workshops; note the cost for specific types of supplies such as those listed under this expense category.
- e. **COMMUNICATIONS:** Include telephone/fax, Internet and email services that are necessary to carry out the Partners program **and** Partners Graduate Workshops. Postage and other mailing costs should be noted separately.

Copying costs are costs associated with duplicating or reproducing existing materials; printing costs would be the costs of producing a new product/publication. Converting print materials into other formats such as audiotape or large print, or translating materials, e.g. Braille, should be included in this expense category.

- f. **OTHER:** Indirect costs and audit costs should be included under this expense category. If indirect costs are being expensed, please note your organization's indirect cost rate and what is included in that rate.

Interpreter or facilitator costs may be necessary to assure effective communication with participants. Include personal assistance services that are necessary so individuals can fully participate in the program. Grant funds should be the payer of last resort.

Identify the individuals and their respective organizations who will be asked to present on a certain topic area(s), and the total cost (or estimated cost). If a consultant/speaker's name is not yet available, indicate the topic area and a reasonable estimate of the cost allocated.

Costs for resource packets for each weekend session, external evaluations, and the Partners listserv should be included in this expense category.

All proposed costs must be reasonable to carry out a quality program and achieve the intended results.

3.F: Letters of Support

Include three letters of support or recommendation that are directly related to your knowledge and experience in working with people with disabilities, and your knowledge and experience in delivering leadership training and facilitation skills.

Please note that the letters must be included as part of your application. Letters that are sent directly to the GCDD, or arrive outside of the completed application, will not be accepted.

Part 4: Proposal Review and Evaluation Process

4.A: Grant Review Committee

The GCDD's Grant Review Committee (Committee) reviews proposals sent in response to this RFP. Committee members will make a funding recommendation to the full GCDD. Staff of the GCDD reviews proposals for completeness only.

Please note that proposals must contain all required sections, fit within the maximum page limitations as specified, and have ten copies submitted, with an original signature in blue ink on the Application Cover of one copy. Incomplete proposals will be withdrawn from further consideration and not reviewed by the Committee.

Each proposal is reviewed and rated by members of the Committee according to the Evaluation Criteria included in this RFP. Scores and comments/feedback are discussed by Committee members. An applicant's past performance may also be reviewed by the Committee if the applicant has received previous grants from the GCDD. Following the review process, a recommendation is made to the full GCDD.

The GCDD retains the right to reject all proposals.

As noted earlier, continuation funding is based upon the availability of federal funds, the performance of the contractor, and the reauthorization of the DD Act.

4.B: Evaluation Criteria

The Grant Review Committee uses the following Evaluation Criteria when rating proposals. In addition to providing scores for each item, Committee members may write comments such as strengths or weaknesses, concerns or clarifications on their rating sheets. (The number in parentheses after each item is the maximum number of possible points for that item.)

- Understanding of the Partners program and key principles to be incorporated into program replication; a plan to assure all competencies are acquired and skills learned. (15)
- Recruitment process and use of community resources in recruitment, including in counties that are still without a Partners graduate. (15)
- Process to promote and support full attendance at each weekend session. (10)
- Assurance that 35 participants will have opportunities for full participation, including the incorporation of adult learning methods. (5)
- Resource materials selection and compilation, including supplemental resource packets, for each weekend session. (5)
- Incorporation of the web based e-learning courses into the classroom program, and the encouraged use of additional online resources. (10)
- A plan to design and conduct Partners Graduate Workshops, including the use of additional online resources. (5)
- Process for using homework assignments between each weekend session to reinforce classroom learning. (10)
- Description of possible physical and program accessibility concerns and how these will be addressed in planning and replication of the Partners program and Partners Graduate Workshops. (10)
- Process to work with the external evaluator to meet the full range of the Partners program evaluation requirements. (5)
- A plan to maintain and update the Minnesota Partners graduates database and the Partners listserv. (5)
- Budget is reasonable and sufficient for work plan activities. (10)

The Committee also will confirm that the legal status of the applicant organization has been documented, and that three letters of support or recommendation were included with the application.

Part 5: Additional Information

5.A: Definitions from the Developmental Disabilities Assistance and Bill of Rights Act (DD Act)

DD Act Terms

Culturally competent.

The term “culturally competent” means services, supports or other assistance that are conducted or provided in a manner that is responsive to the beliefs, interpersonal style, attitudes, language and behaviors of individuals receiving services, and in a manner that has the greatest likelihood of ensuring maximum participation in the program.

Developmental disability.

The term “developmental disability” is defined in the DD Act as a severe, chronic disability of an individual from birth that:

1. Is attributable to a mental or physical impairment or a combination of mental and physical impairments;
2. Is manifested before the individual attains age 22;
3. Is likely to continue indefinitely;
4. Results in substantial functional limitations in three or more of the following areas of major life activity: self care, receptive and expressive language, learning, mobility, self direction, capacity for independent living, and economic self sufficiency; and
5. Reflects the individual’s need for a combination and sequence of special, interdisciplinary, or generic care services, supports or other assistance that is of lifelong or extended duration and is individually planned and coordinated; except that such term, when applied to infants and young children means individuals from birth to age five, inclusive, who have substantial developmental delay or specific congenital or acquired conditions with a high probability of resulting in developmental disabilities if services are not provided.

Unserved and underserved.

The term “unserved and underserved” includes individuals from racial and ethnic backgrounds, disadvantaged individuals, individuals with limited English proficiency, individuals from underserved geographic areas (rural or urban), and specific groups of individuals within the population of individuals with developmental disabilities, including individuals with developmental disabilities attributable to physical impairment, mental impairment, or a combination of physical and mental impairments.

DD Act Outcomes (IPSII)

Independence refers to

- The extent to which individuals with developmental disabilities exert control and choice over their own lives.

Productivity refers to

- Engagement in income-producing work that is measured by increased income, improved employment status, or job advancement; or
- Engagement in work that contributes to a household or community.

Self Determination refers to

- The freedom to choose how, where and with whom to live; freely created relationships; contributing to the community in a meaningful way;
- Taking responsibility for personal decisions and actions; making decisions about financial resources, needed supports, and hiring/evaluating direct care providers;
- Dignity and respect of and for people with disabilities
- Whatever it takes to remove system barriers, achieve what may seem impossible, and do no harm.

Integration and Inclusion refers to

- The use by individuals with developmental disabilities of the same community resources that are used by and available to other citizens;
- Living in homes close to community resources, with regular contact with citizens without disabilities in their communities;
- The full and active participation by individuals with developmental disabilities in the same community activities and types of employment as citizens without disabilities, and utilization of the same community resources as citizens without disabilities, living, learning, working, and enjoying life in regular contact with citizens without disabilities;
- Having friendships and relationships with individuals and families of their own choosing.

5.B: Conflict of Interest Policy

Each year, the Governor's Council on Developmental Disabilities (DD Council) makes recommendations regarding the allocation of funds for specific strategies that are directly related to the DD Council's business – information, education and training – and will result in the increased independence, productivity, integration and inclusion of people with

developmental disabilities and their families. The process of reviewing applications and making funding decisions must be as free as possible from any conflict of interest.

A conflict of interest exists when members of the DD Council participate in the process that results in recommendations related to funding of programs or projects while, at the same time, they have a direct or indirect personal or financial interest in one or more of these programs or projects. In order to avoid problems in this area, Council members who have a direct or indirect personal or financial interest in an application or proposal or an organization that submitted an application or proposal must abstain from participating in the entire process of reviewing the applications in which the DD Council member has a conflict of interest. In this context, “personal or financial interest” includes, but is not limited to, the following:

1. The Council member or a member of the family is an officer of the applicant organization, serves on a committee that governs the applicant organization, or serves on the Board of the applicant organization;
2. The Council member or a member of the family will be employed by or is a paid consultant to the applicant organization;
3. The Council member or a member of the family is receiving services from the applicant organization in any capacity if the applicant is funded;
4. The Council member or a member of the family is receiving services from the applicant organization, or will receive services from the applicant organization if the application is funded;
5. The Council member or member of the family is a party in any legal action in which the applicant organization is also a party.

Those members of the Council who have, or believe they have, a direct or indirect personal or financial interest in any of the applications being considered by the Council must abstain from participating in the entire process of reviewing the application in which the Council member has a conflict of interest and must be recorded as abstaining when votes are taken.

This policy applies to all Council staff and consultants involved in the grant process.

Approved by the Council, Dec. 14, 1988; Amended by the Council, Aug. 1, 1990; Amended by the Council, Dec. 7, 1994.

5.C: Appeal Process

All applicants are informed, in writing and at the same time, about the results of the DD Council’s proposal review process. Applicants who do not agree with the DD Council’s decision may appeal. The following steps apply to the appeal process:

1. An applicant who wishes to appeal must notify the DD Council in writing within 15 working days of the date on the letter informing the applicant about the decision;
2. The appeal letter must include the basis for the appeal. The appeal must be based on the criteria used by the Grant Review Committee to review and evaluate each proposal (see Part 4.B: Evaluation Criteria);
3. Upon receipt of the letter of appeal, the DD Council Chair will establish an Ad Hoc Appeals Committee. This committee will be comprised of the DD Council Chair, Grant Review Committee Chair, and at least one DD Council member who is not a Grant Review Committee member;
4. The Ad Hoc Appeals Committee will meet as soon as possible (in no case later than the next regular DD Council meeting) to consider the appeal;
5. The Ad Hoc Appeals Committee will review the deliberations of the Grant Review Committee and information presented by the applicant in the appeal letter. The Grant Review Committee may also request to hear from the applicant;
6. The Ad Hoc Appeals Committee review will determine if the recommendation of the Grant Review Committee appears to have been made according to the criteria contained on the Evaluation of the Proposal form. Because the appeal letter must be based on these criteria, the information presented by the applicant will also be considered at this time;
7. The Ad Hoc Appeals Committee will present its findings in writing to the applicant and the full GCDD at the next regular GCDD meeting.

5.D: Reminder Checklist

Following is the first of two checklists to help you in preparing your proposal. This first checklist is simply a reminder of some of the important information already given in this RFP.

Reminders:

- ❑ Your proposal must be received on time. If a courier service fails to deliver your proposal by the deadline, the responsibility still lies with you, and the proposal will not be considered for funding.
- ❑ Your proposal must be prepared according to the instructions in Part 3 and must include all sections.
- ❑ The proposal must be typewritten. Number every page.
- ❑ Those who write letters of support or recommendation on behalf of your proposal should be reminded that the letters must be sent to you so that you can include the letters with your application. Letters that are not included in your application will not be accepted.
- ❑ A suggestion: You are encouraged to be innovative and creative in your approach, and in developing project activities.

- ❑ A suggestion: If your proposal is clear and concise, it will be easier for the GCDD to understand what you propose. Proposals that are too wordy or full of jargon are difficult to read and it may hurt your review score.

5.E: Proposal Checklist

Following is the second of two checklists to help you in preparing your proposal. This second is a guide to make sure that you have included everything needed in your proposal.

Be sure to include:

- ❑ A completed one-page Application Cover, with the original signed in blue ink. A blank copy of the required form is included with this RFP.
- ❑ A one-page Program Summary of your proposal.
- ❑ A Program Narrative. No more than ten (10) pages describing your knowledge and experience, your proposed plan of action, and the people who will be involved in key roles in your project.
- ❑ A document (such as from the IRS) confirming your status as a public organization or as a 501(c)(3) non-profit organization. Remember, this document counts toward the seven-page limit for your Program Narrative.
- ❑ No more than two pages describing your Performance Measures, including how IPSII will be measured and how ADD customer satisfaction survey data will be collected.
- ❑ A Program Budget and the Budget Justification narrative. A blank copy of the required form is included with this RFP. Together, the budget and the budget justification should be no more than four (4) pages.
- ❑ Three letters of support or recommendation.
- ❑ Ten (10) complete copies of the entire proposal. Each copy should be stapled or bound.
- ❑ Make sure the address is correct:
 - Minnesota Governor's Council on Developmental Disabilities
 - 370 Centennial Office Building
 - 658 Cedar Street
 - Saint Paul, Minnesota 55155

Part 6: Required Forms

Attached are copies of the two forms required for an application: the Application Cover sheet, and the Budget Form. Both documents are one (1) page in length.

APPLICATION COVER

GOVERNOR'S COUNCIL ON DEVELOPMENTAL DISABILITIES
MINNESOTA DEPARTMENT OF ADMINISTRATION
370 CENTENNIAL OFFICE BUILDING
658 CEDAR STREET
ST. PAUL, MINNESOTA 55155
(651) 282-2899 VOICE (651) 297-7200 FAX
(800) 627-3529 Minnesota Relay Service
EMAIL: admin.dd@state.mn.us

1. Organization

Name: _____

Address: _____

Phone: (_____) _____ Fax: (_____) _____

Contact Person: _____

Title: _____

MN Tax ID number: _____ Federal Tax ID number: _____

2. Project title: _____

3 Budget summary:

Council share: \$ _____ %

Local match: \$ _____ %

Total cost: \$ _____ %

4. Certification:

I certify that to the best of my knowledge and belief, all information contained in this proposal is correct and complete; that, if approved, this program will be conducted according to this proposal, the requirements of the Governor's Council on Developmental Disabilities, Department of Administration, and provisions of the standards for programs funded under P.L. 106-402; and that the local match will be contributed as proposed. I also certify that the applicant organization has authorized me, as its representative, to give these assurances and submit this proposal.

Signature: _____

(original signature, in blue ink, on original copy)

Title: _____ Date: _____

BUDGET

Expense Category	COUNCIL FUNDS	LOCAL MATCH
Personnel		
Salary		
Fringe		
Rent		
Travel		
Staff		
Mileage/pkg		
Food/Lodging		
Participants		
Mileage/pkg		
Food/Lodging		
Supplies		
Office (consumables)		
Program Materials		
A/V Equipment		
Communications		
Phone/Fax		
Internet/Email		
Postage		
Copying		
Alternative Formats		
Other		
Indirect Costs/Audit		
Consultants/Speakers		
Respite/Child Care		
Personal Care Assistance		
Interpreter/Facilitator		
TOTAL		