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**REQUEST FOR PROPOSALS:**

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

**DECEMBER 2011**

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**REQUEST FOR PROPOSALS GUIDELINES  
 TABLE OF CONTENTS**

		Page
<b>PART 1</b>	<b>REQUEST FOR PROPOSAL SUMMARY</b>	1
	1.A: Authority and Purpose	1
	1.B: Due Date	2
	1.C: Questions	2
<b>PART 2</b>	<b>PROPOSAL REQUIREMENTS</b>	2
	2.A: Who Can Apply	2
	2.B: Project Length	2
	2.C: Program Background	3
	2.D: Program Components	3
	2.E: Required Activities	6
<b>PART 3</b>	<b>PROPOSAL WRITING INSTRUCTIONS</b>	7
	3.A: Application Cover	7
	3.B: Program Summary	7
	3.C: Program Narrative	7
	3.D: Performance Measures	8
	3.E: Budget and Budget Justification	8
	3.F: Letters of Support	10
<b>PART 4</b>	<b>PROPOSAL REVIEW AND EVALUATION PROCESS</b>	10
	4.A: Grant Review Committee	10
	4.B: Evaluation Criteria	11
<b>PART 5</b>	<b>ADDITIONAL INFORMATION</b>	12
	5.A: Definitions from the Developmental Disabilities Assistance and Bill of Rights Act (DD Act)	12
	5.B: Conflict of Interest Policy	13
	5.C: Appeal Process	14
	5.D: Reminder Checklist	15
	5.E: Proposal Checklist	16
<b>PART 6</b>	<b>REQUIRED FORMS</b>	16
	Application Cover	Attached
	Budget Form	Attached

# Part 1: Request for Proposal Summary

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

**ISSUED BY:** Minnesota Governor's Council on Developmental Disabilities  
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658 Cedar Street  
Saint Paul, Minnesota 55155  
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Voice: (651) 282-2899  
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## 1.A. Authority and Purpose

**Funding source.** 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). The Minnesota Governor's Council on Developmental Disabilities (GCDD) uses these funds to support grant projects and activities that reflect the values contained in the DD Act and result in the *increased independence, productivity, self determination, integration and inclusion (IPSI)* of people with developmental disabilities and their families in the community. Partners in Policymaking is one of the most important grant projects

**Purpose of the funds.** Partners is a competency based and value based leadership training program designed for adults with disabilities and parents of young children with developmental disabilities. Over an eight month time period, one weekend session each month and 128 hours of classroom learning, Partners teaches leadership skills, provides best practices information in specific topic areas in the developmental disabilities field, and helps participants develop productive partnerships with elected officials and other policymakers to influence positive public policies and systems change.

The funds available under this RFP will support a quality replication of the classroom Partners program, graduate workshops, and follow along activities. A successful proposal will include innovations that can enhance the learning for 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.

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:** The history of program costs has shown that preparation of resource packets for the eight weekend sessions is about \$10,200; conducting the external evaluations is about \$4,800; managing and maintaining Partners communications is \$7,500; and planning and carrying out graduate workshops at about \$20,000 per workshop.

### **1.B. Due Date**

Proposals must be received at the GCDD, by mail or hand delivery, **no later than 3:00 p.m. on Thursday, January 12, 2012.** You must deliver fifteen (15) paper copies of the complete proposal. Each copy should be stapled or bound. An original authorized signature must be on the cover of the proposal. The GCDD does not accept proposals through fax or e-mail.

**PLEASE NOTE:** Late proposals will NOT be considered.

### **1.C. Questions**

Questions about this RFP should be directed to Mary Jo Nichols, the GCDD Grants Administrator, via email. The **deadline for questions is 12:00 Noon on Wednesday, January 4, 2012.** All responses will be emailed to everyone who submitted questions about the RFP as soon as possible following the deadline. 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: *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**

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, the primary outcomes of IPSII that participants are expected to achieve, and well established connections to public officials at county, state, and federal levels.

### **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. Renewal of the grant depends on the availability of federal funds, and the satisfactory performance of the organization in assuming responsibility for completing all duties and performance goals related to carrying out a quality Partners program as well as all follow along activities.

### **2.C. Program Background**

The Partners program was created in 1987 by the GCDD. Since that time, the Minnesota Partners program has been funded on an annual basis and most states in the United States have offered Partners or some type of leadership training program, although not necessarily on a regular basis. Partner is also being replicated internationally.

A recent survey of Partners programs showed that 21,000 individuals are Partners graduates in the United States and another 2,000 individuals are graduates of international programs. Partners graduates represent a growing national and international network of community leaders serving on policy making committees, commissions, and boards at all levels of government, and as elected public officials. The 25<sup>th</sup> Anniversary of Partners in Policymaking will be celebrated in May 2012.

The classroom program has also been converted into five web based and self directed e-learning courses and one EZ Read e-learning course, Partners in Employment. A Spanish version of Partners in Making Your Case will be released in 2012.

These courses do not replace the classroom program but are intended to supplement and enhance the classroom learning. This blended approach has been proven effective in increasing learning and retention, offering opportunities for exploring topics in depth,

and applying new knowledge and skills outside of the classroom on an anytime, anywhere basis.

Two publications – the Partners in Policymaking Coordinator’s Handbook, and Curriculum Highlights – present a comprehensive review of Partners and how to replicate a quality program. These resource materials can be found at the Partners website at <http://www.partnersinpolicymaking.com>, click “Classroom Program Coordinator List” at the left side bar. These publications should be thoroughly reviewed and used when preparing a proposal.

## **2.D. Partners Program Components**

The success of the Partners program in terms of level of learning achieved, competencies acquired, skills developed and strengthened, depends on several key components, including the following:

**a. Carrying out your plan.** Your proposal must describe your understanding of the Partners program, its purpose and intent, underlying principles, key business results, how you plan to replicate a quality Partners program based on the model created in Minnesota with all key components; what will be considered in planning, marketing, and carrying out Partners graduate workshops, and all follow along activities.

**b. Recruitment.** Partners is designed for adults with disabilities and parents of young children with developmental disabilities. The richness of the Partners experience depends in large part on the diversity of each class – men and women; a range of ages; educational and income levels; variety of disabilities; geographic location – urban, suburban, rural; and racial/ethnic minority community representation.

In addition, there are 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 recruitment and selection processes are critical to obtaining a mix of participants who reflect the diversity of the state and, ultimately, a pool of Partners graduates who are well equipped with the leadership skills to educate and partner effectively with elected officials to achieve systems change. The methods and approaches used to market and promote the Partners program, identifying and evaluating the strengths and weaknesses of each, refining and improving upon what works well, and tapping into new markets will help to generate a large enough number of applications that will result in the desired mix of class participants.

**c. Managing logistics.** Implementation of the Partners classroom program as well as Partners graduate workshops includes identifying an appropriate facility/meeting space and negotiating all related details (food service, AV equipment, overnight stays, etc.), all

speaker arrangements including travel and reimbursements, collecting match forms and accounting for match, participant reimbursements, and handling between session communications with participants.

**d. 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.

**e. 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.

**f. 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 of presentation. 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. Questions include the following:

- 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 included in an annual report that is submitted to the ADD.

**g. 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 are prepared by people with developmental disabilities in a supported employment program. **Costs for preparation of the packets are estimated at \$10,200.**

**h. Online Learning.** The five online courses, Partners in Making Your Case, Partners in Education, Partners in Employment, Partners in Time, and Partners in Living, are intended to supplement, enhance and reinforce the classroom learning for Partners participants, and must be incorporated into the replication of the Partners classroom program.

The online courses can also serve as refresher courses for Partners graduates or training resources for a broad audience. Several colleges and universities have incorporated one or more courses into undergraduate degree programs in lieu of or in addition to textbooks, and service providers are using the courses for direct care training.

**i. Homework.** Each weekend session – 16 hours of classroom learning – provides a great deal of information and several opportunities, in small groups, to learn new skills through the practical application of that information. Homework assignments are given for each weekend session in order to reinforce the classroom learning, and expected to be completed and turned in at the following weekend session. Completion of all homework assignments is also a graduation requirement.

**j. Accessibility.** Participants with disabilities may require a variety of accommodations in order to be fully involved in the program. Accessibility, in terms of the Americans with Disabilities Act, 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, offer networking opportunities, and provide knowledge and skills on topics that are not covered in the classroom program.

The GCDD continues to offer additional training opportunities/workshops for Minnesota Partners graduates. Each workshop should be planned for about 40 Partners graduates. During the past year, Partners graduates were invited to participate in the Employment and Autism event that featured Temple Grandin and was cosponsored by the GCDD, Autism Society of Minnesota, 3M, Cargill, and Best Buy. In 2010, in celebration of the 20<sup>th</sup> Anniversary of the Americans with Disabilities Act (ADA), a workshop was held on the ADA and the progress that has been made in implementing this landmark federal legislation. This workshop was held in collaboration with the Minnesota Disability Law Center and the Institute on Community Integration. Future topics should be decided in consultation with the GCDD. **Costs for planning and carrying out these workshops must be included in the budget and are estimated at about \$20,000 per workshop.**

### **Partners Communications:**

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, and concerns; or to respond to questions, requests for help, or other activities. The information exchanged includes accomplishments, "how to" suggestions, requests for assistance, announcements of conferences and training opportunities, and public policy alerts.

About 400 individuals are currently subscribed to the listserv. Subscribes and unsubscribes, listserv monitoring and posting of guidelines, and a quarterly survey are currently handled by a listserv manager.

Facebook pages exist for the nation and individual classes.

A database of over 800 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.

The successful applicant must be willing to continue a range of communication avenues with Partners graduates.

**Costs should not exceed \$7,500.**

## **2.E. Required Activities**

**Use of Funds.** At least seventy-five (75) percent of the grant funds must be expended for the program. Total administrative costs, including indirect costs, must not exceed twenty-five (25) percent of the total grant. The Partners classroom program 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 intent of this leadership training program and expected participant results.

**State partnership.** A successful applicant must work with GCDD staff on an ongoing basis to discuss weekend session planning details and overall program implementation; assure that performance goals and reporting requirements are met ((both program and financial), and expenditures are in keeping with the approved budget; and that the Baldrige Framework and quality principles are fully utilized in replicating the Partners program, Partners graduate workshops, and all follow along activities. The GCDD will expect the applicant organization to be always mindful of process improvements that will increase/improve the efficiency and effectiveness of the Partners program and increased IPSII results for Partners participants and graduates.

**Project reporting.** If your proposal is accepted, you will be required to prepare and submit narrative and financial reports to the GCDD that reflect the completion of, or progress being made in achieving, all performance goals specified in the Grant Contract. A face to face performance review with the Grant Review Committee is also scheduled about mid-way through the program year.

## **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; and how you will evaluate the strengths of various recruitment approaches and improvements to be made to generate a greater number of applications.
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 including a range of activities that will assure participation and reflect adult learning methods.
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. This job opportunity must be 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 how you can work with speakers to take advantage of the online learning assignments and exercises to reinforce and enhance the information they are presenting.
7. Describe how you will plan and conduct Partners graduate workshops
8. Describe how you will use homework assignments between each weekend session to reinforce the classroom learning.
9. Describe your understanding of accessibility in terms of the Americans with Disabilities Act, and how accessibility will be considered and applied when planning the program, selecting a training site, and replicating the Partners program.
10. Describe how you will work with an external evaluator.
11. Describe how you will maintain Partners communications with 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 that you will use to meet the full range of evaluation requirements for the Partners program. These include:

- The baseline survey to obtain demographic information, current levels of leadership skills and experience, and program expectations (completed prior to the start of the first Partners weekend session).
- Six-month follow-up survey to determine resulting changes, including IPSII levels.
- A longitudinal study to determine the long term benefits of the program. (the past four classes of Partners are included in this study).
- Evaluations of speakers and presenters for each weekend training session, and how evaluation results will be used to improve future weekend sessions.
- Participant self-assessments in terms of IPSII, both at the start of the Partners program year and at graduation.
- Customer Satisfaction Survey (required by the Administration on Developmental Disabilities).

### **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 4 through 7 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 external evaluations (estimated at \$4,800)
4. Partners graduate workshops (estimated at about \$20,000/workshop).
5. Partners communications (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.

**PLEASE NOTE:** GCDD funds are federal funds. When using dollars (cash vs in-kind) to meet your local match requirement, local match 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.

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

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- 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.

**PLEASE NOTE:** 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; your knowledge and experience in delivering leadership training and facilitation skills; and your statewide connections to local, state, and federal public officials.

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 review proposals for completeness only.

**PLEASE NOTE:** Proposals must contain all required sections and fit within the maximum page limitations as specified. Twelve copies must be 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.

**PLEASE NOTE:** 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. (10)
- Recruitment process and use of community resources in recruitment, including in counties that are still without a Partners graduate. (10)
- Process to promote and support full attendance at each weekend session, how participants will have opportunities for full participation based on and considering adult learning methods, and the role of speakers in achieving this.(10)

- 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 as well as the use of additional online resources. (5)
- Process for using homework assignments between each weekend session to reinforce classroom learning. (5)
- Designing and conducting Partners Graduate workshops. (5)
- Describe your understanding of accessibility, and how accessibility will be address and assured in planning and carrying out 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 other Partners communications. (5)
- Budget is reasonable and sufficient for work plan activities. (30)

The Committee also will confirm that the legal status of the applicant organization has been documented, and that three letters of support or recommendation are 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;
6. When applied to infants and young children, individuals from birth to age nine, inclusive, with a substantial developmental delay or specific congenital or acquired conditions may be considered to have a developmental disability if the individual, without services and supports, has a high probability of meeting those criteria later in life.

***Unservd 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, December 14, 1988.

Amended by the Council, August 1, 1990.

Amended by the Council, December 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 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.
- ❑ Twelve (12) 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 forms required for an application:

Application Cover Sheet.  
Line Item Budget Form.

## 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 OR 711  
EMAIL: [admin.dd@state.mn.us](mailto: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: Minnesota Partners in Policymaking© Leadership Training Program, Graduate Workshops, and Follow Along Activities

3. Budget Summary:

Council Share: \$ \_\_\_\_\_ (75%)

Local Match: \$ \_\_\_\_\_ (25%)

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, the program will be conducted according to this proposal, the requirements of the Minnesota 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
<b>Personnel</b>		
Salary		
Fringe		
<b>Rent</b>		
<b>Travel</b>		
<b>Staff</b>		
Mileage/pkg		
Food/Lodging		
<b>Participants</b>		
Mileage/pkg		
Food/Lodging		
<b>Supplies</b>		
Office (consumables)		
Program Materials		
A/V Equipment		
<b>Communications</b>		
Phone/Fax		
Internet/Email		
Postage		
Copying		
Alternative Formats		
<b>Other</b>		
Indirect Costs/Audit		
Consultants/Speakers		
Respite/Child Care		
Personal Care Assistance		
Interpreter/Facilitator		
<b>TOTAL</b>		