

**MINNESOTA GOVERNOR'S COUNCIL
ON DEVELOPMENTAL DISABILITIES**

MINNESOTA DEPARTMENT OF ADMINISTRATION

370 CENTENNIAL OFFICE BUILDING
658 CEDAR STREET
ST. PAUL, MINNESOTA 55155

Also available at the Council website:
<http://mnddc.gov/mnddc>

REQUEST FOR PROPOSAL (RFP):

**LEADERSHIP DEVELOPMENT
(REPLICATION OF THE PARTNERS IN POLICYMAKING®
PROGRAM AND ALL RELATED ACTIVITIES)**

DATE RFP ISSUED: FEBRUARY 5, 2018
DATE PROPOSALS DUE: MARCH 15, 2018

Part 1: Request for Proposal Summary

TITLE: LEADERSHIP DEVELOPMENT (REPLICATION OF THE PARTNERS IN POLICYMAKING® PROGRAM AND ALL RELATED ACTIVITIES)

ISSUED BY: Minnesota Governor's Council on Developmental Disabilities
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This Request for Proposal (RFP) is for Leadership Development - the delivery of Partners in Policymaking®, a trademarked and copyrighted leadership training program designed for adults with disabilities and parents of young children with developmental disabilities, and related activities. The Partners program teaches leadership skills and the process for developing positive partnerships with elected officials and other policymakers who make policy decisions about the services and supports used by people with disabilities and their families. Respondents must have a broad knowledge and understanding of best practices in the developmental disabilities field; and well established connections to public officials at county, state, and federal levels of government. Additional requirements and expectations are set out under Part 2: Proposal Requirements.

1.A. Authority and Purpose

The mission of the Minnesota Governor's Council on Developmental Disabilities (GCDD) is to provide information, education, and training to build knowledge, develop skills, and change attitudes that will lead to increased independence, productivity, self determination, integration and inclusion (IPSII) for people with developmental disabilities and their families.

The federal funds available under this Request for Proposal (RFP) are provided to the State of Minnesota from the Administration on Intellectual and Developmental Disabilities (AIDD), Administration for Community Living, United States Department of Health and Human Services, as authorized under the Developmental Disabilities Assistance and Bill of Rights Act of 2000 (DD Act). At least 70% of these funds must be directed towards projects and activities that will increase **the independence, productivity, self determination, integration and inclusion (IPSII)** of people with developmental disabilities and their families in the community.

The GCDD has identified measurable goals in its Five Year State Plan for FFYs 2017-2021 (State Plan). **Leadership Development** is one of seven goals in the State Plan (the others being Employment; Self Advocacy; Cultural Outreach; Publications, Websites and Online Learning; Training Conferences; Customer and Market Research; and Continuous Quality Improvement) for achieving the IPSII results with the annual federal allocation that we receive. These results, set out in the DD Act, along with additional performance measures regarding Individual & Family Advocacy and Systems Change, are the results that we are accountable for and report to the AIDD on an annual basis.

Funds are available each year, based on an annual federal allocation, to support State Plan goals and objectives through related grant projects and activities. The funds that can be devoted to a particular project or activity are limited but together the goals and objectives in the GCDD's approved Five-Year State Plan must be met. The Grant Review Committee and the GCDD go through an annual allocation process and funding decisions are made.

The **State Plan Goal Statement for Leadership Development** is –

Support and promote the development of leadership skills for families of children with developmental disabilities and adults with disabilities as advocates, spokespersons, and members of the larger disability rights movement.

Educate people about rights, self-determination, engagement in public policy advocacy, and learning best practices in the areas of education, technology, housing, employment, and other aspects of community participation.

Provide face to face training, online learning, blended learning, and graduate workshops as a means of reaching people and strengthening personal leadership skills.

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 and all related activities including a graduate workshop, Partners online courses, external evaluations, recruitment for the next year's Partners class, and maintenance and updating of the Partners database.

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.

PLEASE NOTE: The history of program costs has shown that conducting the external evaluations is about \$4,800; managing and maintaining Partners communications is about \$7,500; and planning and carrying out a graduate workshop is about \$20,000.

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, March 15, 2018**. 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 Thursday, March 1, 2018**. 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
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Minnesota Relay Service: (800) 627-3529

Part 2: Proposal Requirements

2.A. Who Can Apply

Proposals can be submitted by any public organization, private for profit business, or 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, and is a copyrighted and trademarked program. 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. Partners is also being replicated internationally.

A recent survey of Partners programs showed that more than 27,000 individuals are Partners graduates in the United States and 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 30th Anniversary of Partners in Policymaking was celebrated on May 13, 2017.

The classroom program has been converted into five web based and self directed e-learning courses - Partners in Time, Partners in Education, Partners in Making Your Case, Partners in Employment, and Partners in Living . All online courses have been translated into Spanish. An EZ Read version of Partners in Employment and an American Sign Language (ASL) version of Partners in Making Your Case are also available. The online courses can be accessed at <http://partnersonlinecourses.com/>

The online 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.

The Partners in Policymaking Coordinator's Handbook, a revised and updated eighth edition, was released in August 2016. The Coordinator's Handbook presents a comprehensive review of Partners and how to replicate a quality program. The origins of the Partners program; quality principles and core values; participant and coordinator responsibilities; competencies; and session topics are covered.

Partners in Policymaking® Changing Lives. Changing Policies provides a history of the Partners program and over 200 testimonials from Minnesota Partners graduates about the impact of the program on their lives and additional stories about their level of inclusion in the community as a result of the Americans with Disabilities Act (ADA).

Links to both of these resource materials can be found on the home page of the Partners website at <http://mn.gov/mnddc/pipm/> These publications should be thoroughly reviewed and referred to 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 related 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 that includes 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 a diverse class.

c. Managing logistics. Implementation of the Partners classroom program as well as a Partners graduate workshop 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.

PLEASE NOTE: Facility space has been secured for Partners Class 36 that will begin the weekend of September 14-15, 2018.

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 three most recent Partners classes to determine the long term benefits of the Partners program.

These evaluations are completed by an external evaluator.

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 increases as a result of completing this leadership training program.

In addition, the AIDD requires the collection of demographic data, and output and outcome performance measures related to Individual & Family Advocacy and Systems Change. A form and format were created during the Partners Class 34 program year for these data collection purposes and is being used for Class 35 Partners. The form will be updated and revised depending on any changes to current AIDD requirements, and technical assistance will be available to work through this process.

All evaluation data are collected by the organization that carries out the Partners program. Results are reported to the GCDD and included in an annual report that is submitted to the AIDD.

g. Supplemental resources. For each weekend session, additional resources that complement and enhance the skills taught and practiced, and knowledge presented are made available online at the grantee's website. Packets of these resource materials are made available for participants who request print copies and/or don't have Internet access. Resource materials are reviewed for currency and accuracy for each Partners class and weekend session.

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 knowledge presented. Homework assignments are given for each weekend session to reinforce the classroom learning, and are 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, Social Media and the 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.

Partners Communications and Social Media:

Partners graduates will have news stories prepared for publication in their local newspapers. The opportunity to develop relationships with local media outlets is being built into the Class 35 Partners program year rather than solely when recruitment begins in late winter/early spring for the next Partners class. Participants will gain new skills in speaking on radio and cable television programs, sharing stories about why they applied for Partners, the knowledge they are gaining and communication skills they are learning to work in partnership with their elected officials, educating them and influencing positive public policies for individuals with developmental disabilities and their families. Marketing and promoting Partners –the benefits of participating as the year progresses, and the long term impact for Partners graduates are critical to recruiting for the next class, and reaching a broad range of self advocates and parents throughout the state.

Facebook pages exist for individual classes.

A database of over 900 Minnesota Partners graduates must be maintained and updated. The database serves as a mailing list for announcements about Graduate Workshops, information/training sessions on disability related topics, and notices about public policy issues.

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

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 on a monthly basis 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 (these include 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 incorporate the online 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.
6. Describe how you will plan and conduct a Partners graduate workshop.
7. Describe how you will use homework assignments between each weekend session to supplement and reinforce the classroom learning.
8. 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.
9. Describe how you will work with an external evaluator.
10. Describe how you will maintain social media communications with Partners participants and Partners graduates.

11. Describe how you will maintain and update the database of Minnesota Partners graduates.
12. Provide documentation about the legal status of your private non-profit organization as a 501(c)(3) or a private sector business.

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. (to date, the past four classes of Partners have been 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.
- Collecting, tracking, and reporting on AIDD performance measures.

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:

1. Replication of the Partners classroom program.
2. Partners external evaluations.
3. Partners graduate workshop.
4. Partners social media communications.

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.

Local match can be generated by volunteer hours of Partners participants and Partners graduates.

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.

- 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 Workshop. 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 should be included in this expense category.

PLEASE NOTE: Weekend session resource materials are posted online at a website for the Class. Print is an alternative format and print materials may be requested by participants who don't have online access or prefer print.

- 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 and child care 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 print materials, external evaluations, Partners social media, and maintenance and updating of the Partners database 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. Fifteen copies must be submitted with an original signature **in 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 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 resources (online and print) for each weekend session. (5)
- Incorporation of the online courses into the classroom program – the concept of blended learning - 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 a Partners Graduate workshop. (5)
- Describe your understanding of accessibility, and how accessibility will be addressed and assured in planning and carrying out the Partners program and a Partners Graduate workshop. (5)
- Process to work with the external evaluator to meet the full range of the Partners program evaluation requirements, and collecting/reporting on all AIDD performance measures (10)
- A plan to maintain and update the Minnesota Partners graduates database and other Partners social media 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.

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, 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: 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, a 501(c)(3) non-profit organization, or a private for profit business.. Remember, this document counts toward the seven-page limit for your Program Narrative.

- ❑ No more than two pages describing Performance Measures, including how IPSII will be measured and how AIDD performance measure data (output, outcome, demographics) will be collected.
- ❑ A Program Budget and Budget Justification Narrative. A blank copy of the Program Budget 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.
- ❑ Fifteen (15) 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

6. General Requirements

Affidavit of Noncollusion

Each responder must complete the attached Affidavit of Noncollusion and include it with their response.

Conflicts of Interest

Responder must provide a list of all entities with which it has relationships that create, or appear to create, a conflict of interest with the work that is contemplated in this request for proposal. The list should indicate the name of the entity, the relationship, and a discussion of the conflict.

Notwithstanding the above, if the State contracting party is part of the judicial branch, the release of data shall be in accordance with the Rules of Public Access to Records of the Judicial Branch promulgated by the Minnesota Supreme Court as the same may be amended from time to time.

Organizational Conflicts of Interest

The responder warrants that, to the best of its knowledge and belief, and except as otherwise disclosed, there are no relevant facts or circumstances which could give rise to organizational conflicts of interest. An organizational conflict of interest exists when, because of existing or planned activities or because of relationships with other persons, a vendor is unable or potentially unable to render impartial assistance or advice to the State, or the vendor's objectivity in performing the contract work is or might be otherwise impaired, or the vendor has an unfair competitive advantage.

The responder agrees that, if after award, an organizational conflict of interest is discovered, an immediate and full disclosure in writing must be made to the Assistant Director of the Department of Administration's Materials Management Division ("MMD") which must include a description of the action which the contractor has taken or proposes to take to avoid or mitigate such conflicts.

If an organization conflict of interest is determined to exist, the State may, at its discretion, cancel the contract. In the event the responder was aware of an organizational conflict of interest prior to the award of the contract and did not disclose the conflict to MMD, the State may terminate the contract for default. The provisions of this clause must be included in all subcontracts for work to be performed similar to the service provided by the prime contractor, and the terms "contract," "contractor," and "contracting officer" modified appropriately to preserve the State's rights.

Preference to Targeted Group and Economically Disadvantaged Business and Individuals

In accordance with Minnesota Rules, part 1230.1810, subpart B and Minnesota Rules, part 1230.1830, certified Targeted Group Businesses and individuals submitting proposals as prime contractors will receive a six percent preference in the evaluation of their proposal, and certified Economically Disadvantaged Businesses and individuals submitting proposals as prime contractors will receive a six percent preference in the evaluation of their proposal. Eligible TG businesses must be currently certified by the Materials Management Division prior to the RFP opening date and time. For information regarding certification, contact the Materials Management Helpline at 651.296.2600, or you may reach the Helpline by email at mmdhelp.line@state.mn.us. For TTY/TDD communications, contact the Helpline through the Minnesota Relay Services at 1.800.627.3529.

Veteran-Owned Small Business Preference

Unless a greater preference is applicable and allowed by law, in accordance with Minn. Stat. § 16C.16, subd. 6a, the Commissioner of Administration will award a 6% preference in the amount bid on state procurement to certified small businesses that are majority owned and operated by veterans.

A small business qualifies for the veteran-owned preference when it meets one of the following requirements. 1) The business has been certified by the Department of Administration/Materials Management Division as being a veteran-owned or service-disabled veteran-owned small business. 2) The principal place of business is in Minnesota AND the United States Department of Veterans Affairs verifies the business as being a veteran-owned or service-disabled veteran-owned small business under Public Law 109-461 and Code of Federal Regulations, title 38, part 74 (Supported By Documentation). See Minn. Stat. § 16C.19(d).

Submit the appropriate documentation with the RFP response to claim the veteran-owned preference. Statutory requirements and documentation must be met by the RFP response due date and time to be awarded the preference.

Part 6: Required Forms

Attached are copies of the forms required for a proposal:

- Request for Proposal (RFP) Applicant Cover
- Line Item Budget Form.
- Affidavit of Noncollusion
- Certification Regarding Lobbying
- Veteran Owned Preference Form

REQUEST FOR PROPOSAL (RFP) APPLICANT 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

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: \$_____ (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
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		

<Add State Agency Logo Here>

Affidavit of Noncollusion

State of Minnesota

Request for Proposals

Instructions: Please return your completed form as part of the Response submittal.**I swear (or affirm) under the penalty of perjury:**

1. That I am the Responder (if the Responder is an individual), a partner in the company (if the Responder is a partnership), or an officer or employee of the responding corporation having authority to sign on its behalf (if the Responder is a corporation).
2. That the attached proposal submitted in response to the <insert name> Request for Proposals has been arrived at by the Responder independently and has been submitted without collusion with and without any agreement, understanding or planned common course of action with, any other Responder of materials, supplies, equipment, or services described in the Request for Proposals, designed to limit fair and open competition.
3. That the contents of the proposal have not been communicated by the Responder or its employees or agents to any person not an employee or agent of the Responder and will not be communicated to any such persons prior to the official opening of the proposals.
4. That I am fully informed regarding the accuracy of the statements made in this affidavit.

Authorized Signature

Responder's firm name: _____

Print authorized representative name: _____ Title: _____

Authorized signature: _____ Date (mm/dd/yyyy): _____

Notary Public

Subscribed and sworn to before me this:

_____ day of _____, _____

Notary Public signature_____
Commission expires (mm/dd/yyyy)

CERTIFICATION REGARDING LOBBYING
For State of Minnesota Contracts and Grants over \$100,000

The undersigned certifies, to the best of his or her knowledge and belief that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, A Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, Disclosure Form to Report Lobbying in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by 31 U.S.C. 1352. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Organization Name

Name and Title of Official Signing for Organization

By: _____
Signature of Official

Date

STATE OF MINNESOTA

VETERAN-OWNED PREFERENCE FORM

In accordance with Minn. Stat. § 16C.16, subd. 6a, (a) Except when mandated by the federal government as a condition of receiving federal funds, the commissioner shall award up to a six percent preference in the amount bid on state procurement to **certified small businesses** that are **majority-owned and operated by**:

(1) recently separated veterans who have served in active military service, at any time on or after September 11, 2001, and who have been discharged under honorable conditions from active service, as indicated by the person's United States Department of Defense form DD-214 or by the commissioner of veterans affairs;

(2) veterans with service-connected disabilities, as determined at any time by the United States Department of Veterans Affairs; or

(3) any other veteran-owned small businesses certified under section 16C.19, paragraph (d).

In accordance with Minn. Stat. § 16C.19 (d), a veteran-owned small business, the principal place of business of which is in Minnesota, is certified if it has been verified by the United States Department of Veterans Affairs as being either a veteran-owned small business or a service disabled veteran-owned small business, in accordance with Public Law 109-461 and Code of Federal Regulations, title 38, part 74.

To receive a preference the veteran-owned small business must meet the statutory requirements above by the solicitation opening date and time. When responding to a Request for Bid (RFB), the preference is applied only to the first \$500,000 of the response. When responding to a Request for Proposal (RFP), the preference is applied as detailed in the RFP.

If you are claiming the veteran-owned preference, **attach documentation, sign and return this form with your response to the solicitation.** Only eligible veteran-owned small businesses that meet the statutory requirements and provide adequate documentation will be given the preference.

I HEREBY CERTIFY THAT THE FIRM LISTED BELOW:

My firm is a certified small business and it is majority-owned and operated by an eligible person as defined by Minn. Stat. § 16C.16, subd. 6a.

☐ **Yes** ☐ **No** (must check yes or no) **State the type of documentation attached:** _____

DOCUMENTATION MUST BE PROVIDED FOR ONE OF THE FOLLOWING REQUIREMENTS:

☐ (1) recently separated veterans who have served in active military service, at any time on or after September 11, 2001, and who have been discharged under honorable conditions from active service, as indicated by the person's United States Department of Defense form DD-214 or by the commissioner of veterans affairs;

State the type of documentation attached: _____

☐ (2) veterans with service-connected disabilities, as determined at any time by the United States Department of Veterans Affairs;

State the type of documentation attached: _____

☐ (3) any other veteran-owned small businesses certified under Minnesota Statute Section 16C.19, paragraph (d).

State the type of documentation attached: _____

Name of Company: _____

Date: _____

Authorized Signature: _____

Telephone: _____

Printed Name: _____

Title: _____

IF YOU ARE CLAIMING THE VETERAN-OWNED PREFERENCE, ATTACH DOCUMENTATION, SIGN AND RETURN THIS FORM WITH YOUR RESPONSE TO THE SOLICITATION.