

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

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**REQUEST FOR PROPOSALS:  
CULTURAL OUTREACH IN MINORITY COMMUNITIES**

**FEBRUARY 2012**

## Part 1: Request for Proposal Summary

**TITLE:** CULTURAL OUTREACH IN MINORITY COMMUNITIES

**ISSUED BY:** 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  
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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(IPSII) of people with developmental disabilities and their families in the community*. Cultural Outreach in Minority Communities is one of the GCDD's primary grant projects.

**Purpose of the funds.** The Cultural Outreach Programs serve a two fold purpose:

1. The programs provide personal support to participants who are learning about services and delivery systems, what services are available, and how to access those services; and beginning leadership skills;
2. The programs begin to introduce the concepts of the Partners in Policymaking® program to adults with disabilities and parents of children with developmental disabilities in minority communities.

The Cultural Outreach programs are intended to serve as a step to the Partners program. Participants who graduate from these programs have a beginning knowledge about some of the topics that are covered in the Partners program, are interested in expanding on what they have learned and developing the leadership skills to educate/influence elected officials, and are able to make the much larger commitment to participate in and complete the Partners program.

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

A total of \$85,000 is available under this RFP. Two awards will be made to two separate organizations that demonstrate cultural competency related to the single racial/ethnic community they serve.

### **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, 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 March 7, 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: *admin.dd@state.mn.us* or  
*mary.jo.nichols@state.mn.us*  
Voice: (651) 282-2899  
Fax: (651) 297-7200  
Minnesota Relay Service: (800) 627-3529

## **Part 2: Proposal Requirements**

### **2.A. Who Can Apply**

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 culturally competent organizations that are recognized and utilized as a resource by a specific racial/ethnic minority community, or an immigrant population within a racial/ethnic community. Organizations should have an ongoing relationship with leaders and/or elders and a commitment to developing leaders within that community; understand the impact and relationship between culture and disability; and possess the knowledge and understanding of best practices in the developmental disabilities field as well as the principles and values on which the Partners program is based.

### **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 Cultural Outreach Program.

### **2.C. Cultural Competence**

The DD Act recognizes that people with developmental disabilities are capable individuals, with unique strengths and abilities, and the right to be supported and encouraged in reaching their personal life goals. The concept of cultural competence was first added to the DD Act in 1994.

The DD Act defines cultural competence as services, supports, or other assistance that are provided to individuals in a way that is responsive to their beliefs, interpersonal styles, language, and behaviors – in a way that is most likely to ensure their maximum participation in available programs and services.

### **2.D. Program Background**

Leadership development and cultural outreach programs have been financially supported by the GCDD since 1986. These programs provide a path from problems to opportunities for all individuals regardless of age, disability or cultural background.

The development of local leadership among adults and parents of children with developmental disabilities from racial/ethnic minority communities is critical to creating inclusive, multicultural communities. Many individuals have not been given an opportunity to contribute productively to their communities, or invited and encouraged to participate in training programs that will provide the knowledge, teach the skills and help them develop partnerships with elected officials and other policymakers to influence public policy changes.

A quality proposal will be based on the principles and values of the Partners program. Two publications – the Partners in Policymaking Coordinator's Handbook, and Curriculum Highlights – present a comprehensive review of Partners and should be reviewed when preparing a proposal for the Cultural Outreach Programs. 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.

Proposals should describe how a particular culture might impact these principles and values; and how information will be presented, and skills taught and applied in an easy to understand manner. The particular needs of the culture of program participants should also be considered and addressed.

The Cultural Outreach Programs should develop and strengthen the ability of parents of children with developmental disabilities from culturally diverse backgrounds to serve as leaders on critical disability issues in their own communities. A training program that is educational, teaches leadership skills and best practices, affirms and builds upon personal strengths, develops interpersonal skills, and provides personal support to participants should be the focus of proposals.

Because the Cultural Outreach Programs are steps to the more intensive training offered through the Partners program, it is expected that participants will be prepared for and encouraged to apply for the Partners program.

The increased independence, productivity, self determination, integration and inclusion (IPSII) of the participants in their communities are the most important results of the Cultural Outreach Programs. The IPSII terms are further described in Part 5.A. Definitions from the Developmental Disabilities Assistance and Bill of Rights Act (DD Act).

## **2.E. Cultural Outreach Program Components**

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

**Outreach and recruitment.** Experience has shown that successful, culturally competent outreach can be a major indicator of ultimate program success. The process for recruiting and selecting participants must be described as these processes are important in assuring regular participation at all training sessions and active involvement in the learning process throughout the training program year.

**Personal support.** The program should offer an opportunity for participants to give and receive personal support as part of each training session.

Services, such as child care and transportation assistance, may be necessary for participants to assure their attendance at all sessions.

**Leadership training and attendance.** A quality proposal will describe a leadership training program that acknowledges and respects the cultural background of its participants. The topics presented in Curriculum Highlights should be included within the training program at an introductory level. Other topics that may be added to address areas that are of concern to this particular racial/ethnic minority community should be identified and their relationship to the primary topic areas explained.

The success of this training program depends on active and regular participation. Sessions should be held on a regular basis, such as bimonthly. A minimum of 30 hours of training must be provided. This training program should include:

1. Increased participant awareness about available services and supports, how to access appropriate services for themselves and family members, and how to recognize and improve the quality of services and supports received.
2. An environment that respects the strengths and abilities of each participant, and emphasizes the importance of building personal networks.
3. Opportunities for participants to have first hand experience in practicing new skills and applying new knowledge to real life situations.
4. Encouragement for participants to recognize and develop their own personal leadership skills, helping them understand the role they can play in influencing public policy changes that respect cultural differences, and are culturally sensitive to individuals and families from diverse racial and ethnic backgrounds.

The primary focus of this training program is the development of personal skills so that participants can get the most appropriate services for themselves and their families, begin to develop effective communication skills and learn how to work in partnership with their elected public officials and other policymakers, and assume leadership roles in their communities.

**Evaluation.** The GCDD's training programs are evaluated in a variety of ways:

- 1 Participants are asked to evaluate themselves in terms of IPSII at the start of the program, mid-way through the program year, and at graduation to show changes and expected increases as a result of completing this leadership training program.
- 2 Each training session and speaker or presenter is evaluated in terms of knowledge gained, usefulness of information, and quality of presentation. Results should be reviewed and shared with speakers, and used to make program improvements.
- 3 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.

## **2.G. 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 training program should offer a variety of learning opportunities for participants; quality resource materials; culturally competent presenters with experience and expertise in their respective fields, knowledge of best practices and adult learning styles, and an understanding of the purpose and intent of this training program and expected participant results.

**State partnership.** A successful applicant must work with GCDD staff on an ongoing basis to discuss session planning 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 carrying out The Cultural Outreach Programs. The GCDD will expect the applicant organization to be always mindful of process improvements that will increase/improve the efficiency and effectiveness of the Cultural Outreach program and increased IPSII results for participants.

**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 midway 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 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 knowledge and experience about the beliefs, practices and customs of the community that is the focus of the cultural outreach and leadership training program being proposed.
- 2 Describe your knowledge and experience in advocating for people with developmental disabilities and their families through leadership development and training, and community organizing.
- 3 Describe/identify alliances within the specific racial/ethnic minority community that is the focus of the cultural outreach and leadership training program being proposed, how these can enhance the quality of this training program or provide assistance and support to participants so that they receive the maximum program benefits.
- 4 Describe your understanding of the Cultural Outreach Programs, and how participants from racial/ethnic minority communities will be better informed and educated, and more competent in topic areas that include the following:
  - Understanding and knowledge about service delivery systems, the county's role in delivering services (including case management), and the



services and supports that are available for people with developmental disabilities and their families (including services such as waivers, family support, personal care assistance, and respite);

- Inclusive education: Early childhood services, special education services, the Individual Education Program (IEP), transition services, and post secondary education;
- Job preparation, career planning, and supported and competitive employment opportunities;
- Housing and supported living;
- Educating, communicating and partnering with elected officials on public policy issues.

- 5 Describe your recruitment process and what community resources will be used to assist with recruitment, how the program will be promoted in the specific minority community, and how local community leaders may help with recruitment.
- 6 Describe the process for selecting individuals to participate in the program.
- 7 Describe how you will select resource materials to supplement the training sessions and how you can use the Web based online courses to strengthen what is presented in the training sessions.
- 8 Identify staff who will be working with the GCDD to carry out this program; their background and experience in working with minority communities, and leadership training; and the role that each will play in this program.
- 9 Describe the cultural diversity of the board, and the cultural competency of the staff and their direct experience with working with racial/ethnic minority communities.
- 10 Provide documentation about the legal status of your organization (a 501(c)(3) or public organization).

### **3.D. Performance measures**

**NOTE:** Please limit this section to no more than two (2) pages.

- 1 Describe your understanding of IPSII - increased independence, productivity, self determination, integration and inclusion and how these concepts will be explained to participants so they can best assess themselves during the training program year.

2 Describe the process that will be used use to meet all evaluation requirements for the Cultural Outreach Programs. These include:

- Participant self-assessments in terms of IPSII, at the start of the training program year, mid-way through the training program year, and at graduation.
- Evaluations of speakers and presenters for each training session, and how evaluation results will be used to improve training sessions.
- Customer Satisfaction Survey (required by the Administration on Developmental Disabilities).

### 3.E. Budget and Budget Justification

**NOTE:** Please 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.

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 Cultural Outreach Program. 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. If staff are reimbursed on a per mile basis, include the reimbursement rate that has been approved by the applicant organization.

**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 Cultural Outreach Program; 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 Cultural Outreach Program. 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 the 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.

All proposed costs must be reasonable to carry out a quality program and achieve the intended program 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 (15) 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.)

- Knowledge and experience about the beliefs, practices and customs in the community that is the focus of the proposal (5)
- Knowledge and experience in advocating for people with developmental disabilities and their families; and leadership development and training, and community organizing experience (10)
- Culturally competent community alliances that can assist and support program participants, and enhance the overall quality of the training program (5)
- Understanding of the Cultural Outreach Programs in providing best practices education and training for participants in specific topic areas including case management and country programs/services, inclusive education including post secondary education, supported and competitive employment, housing and supported living, and the policymaking process (15)
- Recruitment and selection process and use of community resources that will assist (10)
- Use of additional resources and online courses to supplement the training sessions (5)
- Background and leadership training experience of culturally competent staff working with the community that is the focus of the proposal (5)
- Cultural diversity of applicant organization and direct experience working with minority communities. (5)
- Understanding of IPSII, and how evaluation data will be collected and used to improve the quality of the training program and increase IPSII results (10)
- 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 were included with the application.

## **Part 5: Additional Information**

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

#### **DD Act Terms**

##### ***Culturally competent.***

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

##### ***Developmental disability.***

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

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

##### ***Unserved and underserved.***

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

## **DD Act Outcomes (IPSII)**

***Independence*** refers to

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

***Productivity*** refers to

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

***Self Determination*** refers to

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

***Integration and Inclusion*** refers to

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

### **5.B. Conflict of Interest Policy**

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

reviewing applications and making funding decisions must be as free as possible from any conflict of interest.

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

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

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

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

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

### **5.C. Appeal Process**

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



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

#### **5.D. Reminder Checklist**

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

##### **Reminder checklist:**

- 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.

### **Proposal checklist:**

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

### **Be sure to include:**

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

- Make sure the address is correct:

Minnesota Governor's Council on Developmental Disabilities  
370 Centennial Office Building  
658 Cedar Street  
Saint Paul, Minnesota 55155

## **Part 6: Required Forms**

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

## APPLICATION COVER

GOVERNOR'S COUNCIL ON DEVELOPMENTAL DISABILITIES  
MINNESOTA DEPARTMENT OF ADMINISTRATION  
370 CENTENNIAL OFFICE BUILDING  
658 CEDAR STREET  
ST. PAUL, MINNESOTA 55155  
(651) 282-2899 VOICE (651) 297-7200 FAX  
(800) 627-3529 Minnesota Relay Service 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: Cultural Outreach in Minority Communities

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>		