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**REQUEST FOR PROPOSALS:
CULTURAL OUTREACH IN RACIAL AND ETHNIC
COMMUNITIES**

JUNE 2019

Part 1: Request for Proposal Summary

TITLE: CULTURAL OUTREACH IN RACIAL AND ETHNIC COMMUNITIES

ISSUED BY: Minnesota Governor's Council on Developmental Disabilities

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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 Intellectual and Developmental Disabilities (AIDD), Administration on 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). 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 Racial and Ethnic Communities is one of the GCDD's primary grant projects.

Purpose of the funds. Cultural Outreach Programs serve several purposes:

- 1 They fulfill cultural competency requirements in the DD Act (42 USC 15001, Sec 101, a. 8 – "...there is a need to ensure that services, supports, and other assistance are provided in a culturally competent manner, that ensures that individuals from racial and ethnic minority backgrounds are fully included in all activities."
- 2 They 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;
- 3 They introduce the concepts of the Partners in Policymaking® program to adults with disabilities and parents of young children with developmental disabilities in minority communities.

According to the GCDD's Five Year State Plan for FFYs 2017-2021, the following Goal Statement applies to the Cultural Outreach Programs and must be reflected in carrying out this program in racial and ethnic communities.

Support the development of leadership skills in culturally diverse communities through collaborative efforts with organizations in these communities to increase awareness and knowledge, and develop skills that will encourage participation in other **leadership training programs** and join with the larger disability rights movement.

The Cultural Outreach programs are intended to serve as a step to the Partners leadership training program. Graduates of the Cultural Outreach programs –

Will have acquired a beginning knowledge about some of the topics that are presented in the Partners program;

Are interested in expanding on the knowledge they have gained, and strengthening their leadership and communication skills to better educate/influence elected officials; and

Are able to make the much larger commitment to participate in and complete the Partners program. The Partners classroom leadership training program is 128 hours of training over eight weekend sessions, from September through May, excluding the month of December.

A total of \$50,000 is available under this RFP for a one-year time period. A single award will be made to an organization that demonstrates cultural competency related to the racial/ethnic community they serve.

PLEASE NOTE: A Cultural Outreach program is currently being offered and supported with GCDD funds in the Somali community. Proposals are being sought to carry out a Cultural Outreach program in another racial/ethnic community.

1.B. Due Date

Proposals must be received at the GCDD, by mail or hand delivery, **no later than 3:00 p.m. on Friday, July 19, 2019**. 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 Monday, July 7, 2019**. 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
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Email: *mary.jo.nichols@state.mn.us*
Voice: (651) 282-2899
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Minnesota Relay Service: (800) 627-3529 OR 711

Part 2: Proposal Requirements

2.A. Who Can Apply

Proposals can be submitted by any public organization, private sector, 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 culturally competent organizations that provide a broad range of services and supports to individuals with developmental disabilities and their families in a culturally specific community with whom they work, or an immigrant population within that community, and utilized as a resource for information/training and/or technical assistance.

Organizations should have an ongoing relationship with leaders and/or elders in the community, a commitment to developing new leaders, and leadership to build capacity and strengthen their advocacy efforts. Organizations should also be aware of the impact and relationship between culture and disability, possess the knowledge and understanding of best practices in the developmental disabilities field, and be able to articulate the principles and values on which the Partners in Policymaking® program is based.

2.B. Project Length

This RFP may cover up to a five year period. However, 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. The Partners in Policymaking Coordinator's Handbook (revised eighth edition) presents a comprehensive review of Partners and must be reviewed when preparing a proposal for this Cultural Outreach program. Resource materials can be found at the Partners website, the home page, at <http://mn.gov/mnddc/pipm>

Proposals should describe how culture might impact the principles and values of the Partners program; how information will be presented and skills that will be taught in recognition of cultural differences; and opportunities that will be provided during the training program to apply those skills in a practical and easy to understand manner. The particular cultural needs of program participants should also be considered and addressed.

The Cultural Outreach Program should develop and strengthen the ability of self advocates and parents of young children with developmental disabilities from culturally diverse backgrounds to serve as leaders on disability issues that are important to them in their community. A cultural outreach training program should be educational, teach leadership skills and best practices, build upon the personal strengths of participants, help to develop interpersonal skills, and provide personal support to participants.

Because the Cultural Outreach Program is a step 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 Program. 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 Program in terms of level of learning achieved, competencies acquired, skills developed and strengthened, depends on several key components, including the following:

A. Outreach and recruitment, identification and selection of participants.

Experience has shown that successful, culturally competent outreach can be a major indicator of ultimate program success. The purpose of the training program, program requirements and expectations, and results should be communicated during the recruitment process. This will help to assure that individuals who are interested in applying are better prepared to fully participate, and understand what the training program offers and the benefits they can receive.

The process for recruiting and selecting participants must also be explained since these processes are important in assuring regular participation and active involvement in the learning process throughout the training program year.

The program should offer an opportunity for participants to give and receive personal support and provide reasonable accommodations 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.

PLEASE NOTE: At least 20 participants are expected to complete 30 hours of training in order to graduate. Anticipating that some participants may not be able to attend all sessions and/or the required training hours, the number of individuals recruited should be higher than the number of expected graduates.

B. Design and delivery of culturally competent leadership training and attendance. A quality proposal will describe a leadership training program that acknowledges and respects the cultural background of its participants, focuses on basic rights, and how to advocate for and express preferences in the service delivery and policymaking processes. Specific topics presented in the Partners Coordinator's Handbook can be included within the training program at an introductory level.

Other topics that may be added to address disability related areas of concern in the specific cultural community.

The success of this training program depends on active and regular participation. Sessions should be held on a regular basis and at a time that will best meet the schedules and availability of participants to assure their attendance. A minimum of 30 hours of training must be provided and include the following:

- 1) Increased participant awareness about available services and supports for individuals with developmental disabilities and their families, how to access appropriate services, and how to recognize and improve the quality of services and supports received.

Specific emphasis must be placed on home and community based services, including the assessment and application process, the enrollment process itself, and the appeals process in situations where services are delayed, reduced, or denied.

- 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 their own lives.
- 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 focus of this training program is fourfold:

- a) Developing personal skills so that participants can get the most appropriate services for themselves and their families;
- b) Developing effective communication skills and how to apply those skills in working in partnership with their elected public officials and other policymakers. One training session should be scheduled during the state legislative session so that participants have the opportunity to meet with one or more of their state representatives, share their personal story, and speak about a disability issue that's important to them.
- c) Assuming leadership roles, bringing the knowledge and skills learned in the training program back to their community, and informing and educating other individuals and families in their local community;
- d) Assuring that at least five individuals or family members have access to home and community based waiver services in order to

reduce disparities in the community. Providing assistance and support to participants in the assessment and evaluation process may be necessary in order to assure that they are successful in securing waiver services.

C 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 beginning of the program year and again at graduation to show changes and expected increases in IPSII as a result of completing this Cultural Outreach and 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) The AIDD requires the collection of customer satisfaction data that include demographic information, the extent to which participants are satisfied with the training program, their ability to better express what they want and what is important to them, their increased advocacy and involvement in advocacy activities, and service in leadership positions. The Customer Satisfaction Survey is included with this RFP.

These AIDD customer satisfaction data must be collected at the end of the program year. Results are reported to the GCDD and included in an annual report that is submitted to the AIDD.

- 4) During the GCDD's Five Year State Plan for FFYs 2017-2021, the AIDD developed **Revised Performance Measures** (dated June 2016) and required additional data about the number or percent of people for **Family Advocacy Annual Performance Measures**; and the number of policies, practices, statutes, or rules for **Systems Change Annual Performance Measures** that apply to this year's Cultural Outreach training program as follows:

Five (5) individuals with disabilities will participate in this Cultural Outreach training program;

Fifteen (15) parents will participate in this Cultural Outreach training program;

As a result of their participation, 90% of the participants (18) will report an increase in their advocacy work;

As a result of their participation, 90% of the participants (18) will speak up and express themselves;

A total of 90% (18) of the participants will be participating in advocacy work after this training program;

A total of 10% of the participants (two) will participate on a cross disability coalition, policy or advisory board, governing bodies and/or serve in leadership positions;

A total of 90% (18) will report satisfaction with this Cultural Outreach training program;

At least one policy change will occur (waiver enrollment);

At least one promising practice will be supported and assessed;

Legislators, county commissioners, or members of the public will gain training or education from this Cultural Outreach training program;

During this outreach and training program year, one improvement will be documented;

During this outreach and training program year, waiver enrollment will increase.

2.F. 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), expenditures are in keeping with the approved budget; and that the Baldrige Criteria and quality principles are fully utilized. The Baldrige Criteria offer a set of tools and techniques that help businesses/organizations operate more effectively and efficiently, and focus on common needs and results. This is a customer driven and results oriented approach that assesses the strengths and identifies areas for improvement to increase customer satisfaction with the business/organization's products and services.

The GCDD will expect the applicant organization to be always mindful of improvements that can 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 prepare and submit narrative and financial reports to the GCDD on a monthly basis that describe progress being made in achieving 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 partnerships within the racial/ethnic community that is the focus of the cultural outreach and leadership training program and the subject of your proposal; partnerships with other diverse communities; relationships with policymakers, and state and local agencies; how these partnerships can enhance the quality of the program, or provide assistance and support to participants so that they receive the maximum program benefits.
4. Describe your overall understanding of the Cultural Outreach Program, how participants will be better informed and educated, and more competent in topic areas that include the following:
 - Service delivery systems, the county's role in delivering services (including case management), person centered planning and practices, services and supports that are available for people with developmental disabilities and

their families (including home and community based waiver services, 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 in a broad range of fields in both public and private sectors;
 - Housing and supported living;
 - Educating, communicating and partnering with elected officials on public policy issues.
5. Describe your recruitment process (community resources that will be used, how the program will be promoted, how local community leaders may help); and the process for selecting individuals to participate in the program.
 6. Describe how you will select resource materials to supplement the training sessions; how you can use the Web based online courses to strengthen what is presented in the training sessions; and how technology tools, such as the “Telling Your Story” app can be used to communicate quickly with elected officials. The online courses and the app can be accessed directly at the Partners in Policymaking website at <http://mn.gov/mnddc/pipm>.
 7. Describe your understanding of the Olmstead Plan, how implementation of the Plan can make positive changes in the services/supports available to individuals with developmental disabilities and families in racial and ethnic minority communities, and how services/supports are delivered.
The Olmstead Plan is available at https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_FILE&RevisionSelectonMethod=LatestReleased&Rendition=Primary&allowInterrupt=1&noSaveAs=1&dDocName=dhs-311208
 8. Identify staff and/or subcontractors who will be working with the GCDD to carry out this program; their background and experience in working with minority communities, and leadership training; the role that each will play in this program; and the selection of presenters from diverse organizations.
 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 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, 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 Intellectual and Developmental Disabilities).
 - AIDD Revised Performance Measures – Individual and Family Advocacy Performance Measures and Systems Change Performance Measures.
 - **NOTE:** Cultural Outreach is the Targeted Disparity Goal for this Five Year State Plan period so at least five (5) individuals will enroll in the Home and Community Based waiver system during the program year.

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:

- A poverty area designation refers to the location where the actual training program is carried out and **not** the location of the office of the organization that is carrying out the training program.

- 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, and 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, taxi and bus fare, and accessible transportation. If staff are reimbursed on a per mile basis, include the reimbursement rate that has been approved by the applicant organization.

PLEASE NOTE:

- The mileage reimbursement rate refers to the current standard IRS mileage rate (currently \$ 0.58/mile).
 - 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, and social media costs that are necessary to carry out the Cultural Outreach Program and stay in touch with participants and graduates. 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. Resource materials can also be placed online.

- 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 or child care costs 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.

Letters of support must also speak directly to the organization's knowledge and experience in working with individuals in the identified racial/ethnic community that would be participating in this cultural outreach and leadership training program.

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. The total number of points is 100.

- 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)
- Partnerships within the specific racial and ethnic community; and existing relationships with policymakers, state and local agencies that can assist and support program participants, and enhance the overall quality of the training program (5)
- Understanding of the Cultural Outreach Program in providing best practices education and training for participants regarding service delivery

systems, person centered planning, in topic areas including case management and country programs/services, home and community based waiver services, inclusive education and post secondary education, supported and competitive employment, housing and supported living, the policymaking process, and understanding of the Olmstead Plan (15)

- Recruitment and selection process of trainees and use of community resources that will assist in recruitment (15)
- Proposed use of additional resources, the Partners in Policymaking online courses, and the “Telling our Story” app to supplement the training sessions (5)
- Background and leadership training experience of culturally competent staff working within the community, and selection of speakers from diverse communities (5);
- Cultural diversity of applicant organization, staff and board members, and direct experience working with racial/ethnic communities (5);
- Understanding of IPSII, how evaluation data will be collected and used to improve the quality of the training program and increase IPSII results, and how AIDD performance measures will be collected and reported (15);
- Budget is reasonable and sufficient for work plan activities. (30)

The Committee also will confirm that the 501 (c)(3) status of an applicant non-profit 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 the applicant, 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 produced by a computer, not handwritten, and pages must be numbered.
- 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 to reach expected outcomes.
- 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 or private organization, or as a 501(c)(3) non-profit organization if applicable.

PLEASE NOTE: This document counts toward the ten-page limit for your Program Narrative.

- No more than two pages describing your Performance Measures, including how IPSII will be measured, how AIDD customer satisfaction survey data will be collected, and AIDD performance measures will be collected and reported.
- 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.
- 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

Part 6: Required Forms

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

PLEASE ALSO NOTE:

Applicants with an annual income of under \$ 25,000 or who have not been in existence long enough to have completed IRS Form 990 or an audit must submit their most recent board approved financial statements.

Applicants with total annual revenue of under \$ 750,000 must submit their most recent IRS Form 990.

Applicants with total annual revenue of over \$ 750,000 must submit their most recent certified financial audit.

APPLICATION COVER

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

1. Organization

Name: _____

Address: _____

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

Contact Person: _____

Title: _____

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

2. Project title: _____

3 Budget summary:

Council share: \$ _____ %

Local match: \$ _____ %

Total cost: \$ _____ %

4. Certification:

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

Signature: _____

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

Title: _____ Date: _____

BUDGET

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

Council Customer Satisfaction Survey

The Minnesota Governor's Council on Developmental Disabilities funded this project.

Date: _____ Project Activity: Leadership Development



[For GCDD Use Only – Goal/Objective: Cultural Outreach

Race/Ethnicity	Gender	Geographic Area
<input type="checkbox"/> White, alone	<input type="checkbox"/> Female	<input type="checkbox"/> Urban
<input type="checkbox"/> Black or African American, alone	<input type="checkbox"/> Male	<input type="checkbox"/> Rural
<input type="checkbox"/> American Indian or Alaska Native, alone	<input type="checkbox"/> Other	
<input type="checkbox"/> Hispanic/Latino		
<input type="checkbox"/> Asian, alone		
<input type="checkbox"/> Native Hawaiian or Other Pacific Islander, alone		
<input type="checkbox"/> Two or more races		
<input type="checkbox"/> Race unknown		









Please check the statement that best describes you. Check one box only.

<input type="checkbox"/> I am an individual with a developmental disability.	IFA 1.1
<input type="checkbox"/> I am a parent (family member) of an individual with a developmental disability.	IFA 1.2

Are you satisfied with this project activity? Yes (thumbs up) or No (thumbs down).

<input type="checkbox"/>  YES, I am satisfied.	<input type="checkbox"/>  NO, I am not satisfied.	IFA 3
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Please answer these questions with a Yes (thumbs up) or No (thumbs down).
Because of this project activity:

<input type="checkbox"/> 	<input type="checkbox"/> 	I am increasing my advocacy.	IFA 2.1
<input type="checkbox"/> 	<input type="checkbox"/> 	I am better able to say what I want, and what is important to me.	IFA 2.3
<input type="checkbox"/> 	<input type="checkbox"/> 	I am now participating in advocacy activities.	IFA 2.4
<input type="checkbox"/> 	<input type="checkbox"/> 	I am serving on a cross-disability coalition, policy board, advisory board, governing body and/or serving in a leadership position.	IFA 2.5

IPSII



Please help us to know how your levels of independence, productivity, self-determination, integration and inclusion (IPSII*) have increased as a result of participating in the Cultural Outreach program. Evaluate yourself on a scale of 1 (👎 lowest) to 5 (👍 highest) for each measure.

1. Independence: *Since participating in the Cultural Outreach program, I have become more **independent*** at work, home or school:*

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1	2	3	4	5	
	Has not increased at all			Has increased very much		



**Independence means the extent to which individuals exert control and choice over their own lives.*

2. Productivity: *Since participating in the Cultural Outreach program, I am more **productive.****

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1	2	3	4	5	
	Has not increased at all			Has increased very much		



**Productivity means starting employment or a positive change in one's employment situation (better wages, hours, benefits, improved status, or job advancement).*

3. Self Determination: *Since participating in the Cultural Outreach program, my **self-determination*** has increased.*

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1	2	3	4	5	
	Has not increased at all			Has increased very much		

**Self-determination means the freedom to choose where and with whom to live or taking personal responsibility for personal decisions about needed supports and services.*

4. Integration and Inclusion: *Since participating in the Cultural Outreach program, I have experienced more community **integration and inclusion.****

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1	2	3	4	5	
	Has not increased at all			Has increased very much		

**Integration and inclusion means using the same community resources that are available to other citizens or fully participating in community activities.*

If you have additional comments, please write them here. Thank you!
