

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

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REQUEST FOR PROPOSALS:

**STRENGTHENING SELF ADVOCACY IN MINNESOTA
AMBASSADORS FOR RESPECT/ANTI-BULLYING PROGRAM**

JULY 2018

**TITLE: STRENGTHENING SELF ADVOCACY IN MINNESOTA:
AMBASSADORS FOR RESPECT/ANTI-BULLYING PROGRAM**

ISSUED BY: Minnesota Governor's Council on Developmental Disabilities
370 Centennial Office Building
658 Cedar Street
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1.A Authority and Purpose

Source of Funds: The federal funds available under this Informal Solicitation/Request for Proposal (RFP) are provided to the State of Minnesota from the United States Department of Health and Human Services, Administration for Community Living, Administration on Intellectual and Developmental Disabilities(AIDD), 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.* Self Advocacy is one of these grant projects.

Purpose of Funds: The current Five Year State Plan for the Minnesota Governor's Council on Developmental Disabilities (GCDD), approved by the Administration on Intellectual and Developmental Disabilities (AIDD) for FFYs 2017-2021, includes the following Goal Statement for Self Advocacy:

Establish or strengthen a program for the direct funding of a state self advocacy organization, led by individuals with developmental disabilities;

Support opportunities for individuals with developmental disabilities who are considered leaders to provide leadership training to individuals with developmental disabilities who may become leaders;

Support and expand participation of individuals with developmental disabilities in cross disability and culturally diverse leadership coalitions.

This Goal Statement is also a requirement in the Developmental Disabilities Assistance and Bill of Rights Act (DD Act) [Public Law 106-402, Section 124(b)(4)(ii)]. The GCDD has added identifying other funding opportunities for self advocacy. The Ambassadors for Respect program fulfills the second bullet point above.

A total of \$20,000 in federal funds would be available to support this replication.

The applicant would be responsible for working with the GCDD throughout the project period (estimated end date for this next year to be June 16, 2019), handling funds, collecting and compiling data and evaluation results; ensuring that required performance measures are met; and submitting fiscal and narrative progress reports in a timely manner.

1.B Due Date

All responses must be in writing and delivered to:

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

Responders must submit fifteen (15) copies of their proposal (minimum of 12 point font) and proposals must be received (mail or hand delivery) **no later than 2:00 p.m. on Tuesday, July 17, 2018. Late responses will not be considered. Fax or email responses will not be accepted.**

1.C Questions

Questions concerning this Request for Proposal should be directed to:

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

The deadline for questions is 12:00 Noon on Tuesday, July 10, 2018.

All responses received by the due date and time will be evaluated.

PART 2: Proposal Requirements

2.A. Who Can Apply

Eligibility. Proposals can be submitted by any public or private organization or 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.

2.B. Project Length

This RFP covers up to a five-year period. However, funds are available and 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 self advocacy program or project.

2.C Project Description

In 2013, Merrick, Inc. initiated an anti-bullying campaign with the support and guidance of the late Colleen Timbers in three elementary schools in the Northeast Metro area, St. Paul School District. Four Shooting Stars self advocates (now Ambassadors for Respect) researched anti-bullying activities, and met with school administrators and teachers to share and implement their plan to teach self advocacy skills, and how to address and confront bullying issues.

Fourth grade students were the target audience. In the first year, more than 300 students were reached at 11 training sessions that included several interactivities at each of the schools. More than 20 teachers also attended. In 2017, the anti-bullying campaign had expanded; more than 1,000 students had participated in training sessions at nearly all elementary schools in the St. Paul School District. In all instances, students with and without disabilities, and students from diverse racial and ethnic communities participated and benefitted from these training sessions.

In Spring 2017, the decision was made to look at how to replicate the Ambassadors for Respect program so schools outside the metro area could be reached and a greater number of students could benefit from the training. The Ambassadors for Respect Handbook was created.

The Handbook begins with presenting the problem of bullying, what it is, the incidence of bullying among school age children in general, and the incidence among students with disabilities – 60% have reported being bullied.

The program was inspired by a self advocate who said that “we should do something about this.” The Handbook then speaks to the program itself.

The Ambassadors for Respect Program would likely have continued in 2018 with the schools that had participated in 2017, possibly adding one or two schools and testing the usability of the Handbook but for the untimely death of Colleen Timbers in August 2017. Alternatively, in 2018, a planning process was initiated and carried out by PeaceMaker Minnesota, the organization that had worked with Merrick to help create content for the training sessions and related activities.

The Handbook was broadly disseminated and evaluated. Representatives from Merrick, Inc., PeaceMaker Minnesota schools and Board members, transition programs, staff from participating schools, Ambassadors for Respect who had served as teachers/trainers in the schools, and individuals who had requested copies of the Handbook were invited to provide input about the replication process using the Handbook.

There was universal support for continuing the Ambassadors for Respect program with expansion of the program if at all possible.

Schools that had participated saw the value in the classroom approach, considered in-person delivery ideal, and believed some of the impact would be lost with alternative delivery methods, such as video. However, the use of sound and/or video was also viewed as a best practice in instruction about values and beliefs; and video can reach more people.

Transition students with disabilities in some Twin Cities metro area school districts are already visiting elementary schools to assist with reading and other activities. With staff and/or parental support, delivering the Ambassadors for Respect program was considered an asset, and the concepts and activities could be integrated easily into programs that are already commonly used by elementary schools. The program also seemed to complement existing social/emotional curriculum that is used in interventions for students who are struggling with bullying behavior.

The GCDD is ready to begin the replication process with self advocates or students with disabilities in transition who have experienced bullying as leadership trainers. Through this initial replication, we want to learn how the Ambassadors for Respect Handbook can actually be used in practice, evaluate its usability, and seek specific comments and feedback about improvements that could be made.

2.D Project Sample Tasks:

1. Understanding of the prevalence of bullying that occurs among students in elementary schools, the heightened incidence of bullying that students in special

education experience because of their disability, and how the Ambassadors for Respect program can promote an anti-bullying culture where students are prepared with the knowledge and skills to protect themselves and address negative behaviors.

2. Developing a work plan for carrying out the Ambassadors for Respect program using the Ambassadors for Respect Handbook, including planning and preparing presentations, presentation materials for related activities, and timelines for completing all work.
3. Collecting and reporting training session evaluation data; data on performance measures; IPSII outcome measures; and ideas/suggestions/recommendations about preparing for and presenting program materials, additional activities, and/or other delivery options to enhance learning.
4. Identifying any current partnerships/relationships with elementary schools, and marketing approaches for promoting the Ambassadors for Respect program with the school leadership to arrange training sessions with 4th grade students in inclusive education classrooms.
5. Recruiting self advocates or students with disabilities in transition who have experienced bullying, helping them to develop and strengthen their presentation skills, and assume responsibilities for planning and preparing training sessions or other related activities in the classroom with 4th grade students.
6. Identifying individual(s) who may be working with self advocates or students with disabilities in transition to carry out the Ambassadors for Respect program; and their background and experience in self advocacy, leadership training, and working with coalitions.
7. Providing documentation about the legal status of your organization (a 501(c)3 or public organization).

NOTE: This Request for Proposal does not obligate the state to award a contract or complete the project, and the state reserves the right to cancel the solicitation if it is considered to be in its best interest.

2.E. Desired Skills:

- 1 Awareness, knowledge, and understanding of the prevalence of bullying; the impact on students who experience bullying, including students with disabilities and students from diverse racial and ethnic communities; the benefits of addressing the issue with elementary school students; and equipping all students with the knowledge and skills to protect themselves and address negative behaviors

- 2 Knowledge and experience in self advocacy or advocating for people with developmental disabilities as well as individuals from diverse racial and ethnic communities
- 3 Knowledge and experience about leadership development, leadership training, and promoting self advocates as leadership trainers.
- 4 Experience in collecting and reporting training session data, and how data are used to improve the quality of a training program.
- 5 Experience in working with other organizations to promote a program or service, and fostering positive partnerships with the leadership to maximize the outcomes/results for a target audience.

2.F. Evaluation and Reporting:

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

- 1) Each training session and speaker(s) or presenter (s) is/are evaluated in terms of the following:
 - Knowledge gained – Did you learn something new?
 - Usefulness of information – Will the new information be helpful to you in any way?
 - Quality of presentation – Was the presentation understandable, were speakers prepared, could they answer questions?
- 2) The business of the GCDD is to provide information, education, and training to build knowledge, develop skills, and change attitudes so that people with developmental disabilities and their families will increase their Independence, Productivity, Self Determination, Integration and Inclusion (IPSII). These terms are found in the DD Act, and described further under **Additional Information** (on page _____).

Speakers or presenters also evaluate themselves in terms of IPSII.

- 3) Customer satisfaction data required by the federal government 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; and
 - I am more able to be safe and protect myself from harm because of the program.
- 4) The AIDD requires additional data on specific Performance Measures that apply to Self Advocacy projects as follows:
- At least ten (10) self advocates will be leadership trainers;
 - At least 90% of these self advocates (9) will report an increase in their advocacy work;
 - As a result of being leadership trainers, 90% (9) will speak up and express themselves;
 - A total of 90% of the self advocates will report satisfaction with serving as leadership trainers;
 - At least one public policy change will occur;
 - At least one promising practice will be supported and assessed;
 - At least one promising practice will be improved and implemented;
 - During the training program year, one improvement will be documented;
 - At least 25 to 50 members of the public will gain training or education from self advocacy projects.

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 font or larger). Include the items on which your proposal will be evaluated (page ____ above) and that reflect the sample tasks (pages ____ and ____ above) in the ten page narrative section.

3.D. Program Budget:

The **Budget Form** includes GCDD funds and any local match for the project period. Enter the total amount that you expect to expend in GCDD funds and local match that may be provided.

Include a separate **Budget Justification**. A **Budget Justification** explain and justify each expense category. Include the following information for each expense category:

PERSONNEL: Include salaries and wages. Identify the staff who will be supporting this project and the hours devoted to the project. Provide a breakdown of fringe benefits – health insurance, FICA, other insurance/benefits.

RENT: Rent, if applicable, 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.

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 your organization.

PLEASE NOTE:

- The mileage reimbursement rate refers to the standard IRS mileage rate (currently \$ 0.545/mile).
- The reimbursement rate for participants **MUST** be the same as the reimbursement rate for staff.

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 presenters but do not identify individual presenters. All local transportation costs should be included under this expense category.

SUPPLIES: Enter the total cost for all consumable supplies; note the cost for specific types of supplies such as those listed under this expense category.

COMMUNICATIONS: Include telephone/fax, Internet and email services, and social media that are necessary to carry out a project and project activities. 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 large print or for posting online, or translating materials, e.g. Braille, should be included in this expense category.

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

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

PLEASE NOTE: All proposed costs must be reasonable to carry out a quality project or activity and achieve the intended results.

3.E. Response Content and Evaluation Point Distribution:

The GCDD's Grant Review Committee will review and evaluate proposals using the following Evaluation Criteria. Comments such as strengths or weaknesses, concerns or clarifications may also be noted.

The number in parentheses after each item is the maximum number of possible points for that item. The total number of points is 100.

1. Knowledge, and understanding of the prevalence of bullying; the impact on students with and without disabilities, and students from diverse racial and ethnic communities who experience bullying; and the benefits of providing all students with the knowledge and skills to protect themselves and address negative behaviors (10 points).
2. Work plan for carrying out the Ambassadors for Respect program using the Ambassadors for Respect Handbook (25 points).
3. Current partnerships/relationships with elementary schools and how you will market/promote the Ambassadors for Respect program with school leadership (10 points).
4. Recruitment and training approach(es) for self advocates, or transition students with disabilities including students from diverse racial and ethnic communities who will be planning, preparing, and presenting training sessions in the classroom (10 points).

5. Understanding of IPSII, how training session 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)
6. Budget is reasonable and sufficient for work plan activities. (30)

3.F. Letters of Support/Recommendation

Include three letters of support or recommendation that are directly related to your knowledge and experience about self advocacy, working with self advocates, including individuals from racial and ethnic communities, and helping them to develop their personal leadership skills related to this project

PLEASE NOTE: 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.

ADDITIONAL INFORMATION

Conflicts of Interest:

Please provide a list of all entities with whom you, the Responder, has a relationship that creates, or appears 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, relationship, and discussion of the conflict.

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:

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;

The Council member or a member of the family will be employed by or is a paid consultant to the applicant organization;

The Council member or a member of the family is receiving services from the applicant organization in any capacity if the applicant is funded;

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;

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.

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.

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		