



Information and Tools for RFP Package 2010.A.

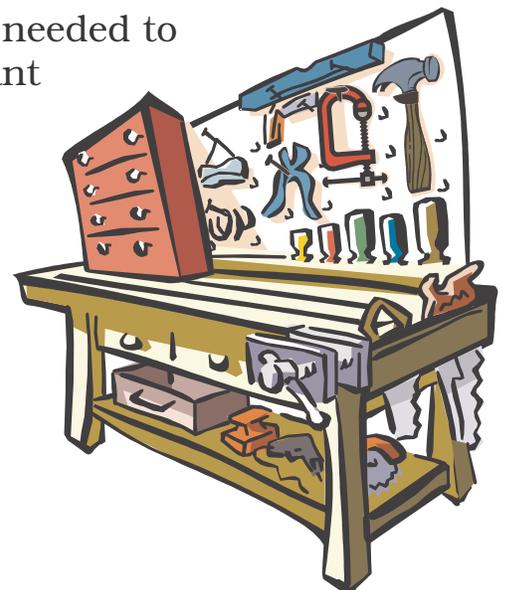
For use in developing a DD Council grant proposal from RFP 2009.B

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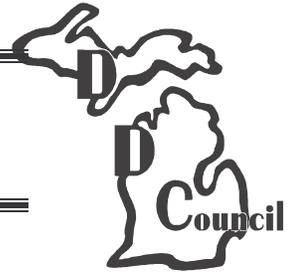
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On the Web: This package and all other information, forms and tools needed to develop or review a proposal for a grant from the Michigan DD Council are available from our web site: www.Michigan.gov/DDCouncil



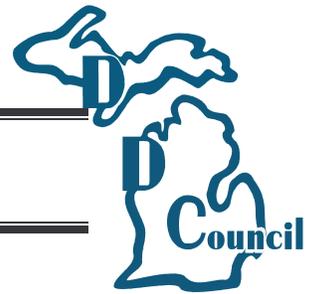
1. RICCs (Regional Interagency Coordinating Committees)



1.A. What Are RICCs?

1.B. 2009 RICC List





1.A. What Are RICCs?

RICC stands for “Regional Interagency Consumer Committee.”

A RICC is a local, grassroots, group of people with developmental disabilities, their friends, and family members. Membership is also extended to local advocates, community leaders and service providers. There are more than 50 RICCs statewide and the number is growing.

Historically, RICCs have had three main functions: (1) to provide a forum for addressing local issues; (2) advocating for needed changes in the community, and (3) to inform the DD Council about local conditions for people with developmental disabilities.

An Effective Means

Over the past 30 years, RICCs in Michigan have proven to be a very effective means of changing local systems and the way communities interact with people with disabilities. Many are strong centers for self-determination.

Through local programs, networking, political action and hands-on advocacy, RICCs work to see people taking control of their own lives by making their own choices.

A RICC’s activities and influence are usually concentrated in a county or multi-county region of the state. Each RICC helps people with disabilities to become leaders in advocacy in the local communities it serves.

What makes a RICC so effective at the grassroots level? RICCs join with allies, such as centers for independent living, Arc chapters, and other resources to make changes in their community. A RICC can be its community’s most effective champion for change. A RICC can also help its members learn critical information, build confidence and develop leadership skills.

Council Funds And Supports



RICCs are funded and supported by the Michigan Developmental Disabilities Council. Council grants provide their operating funds. The community service specialist who supports and

1.A. What Are RICCs?

guides the RICC activities around the state is a member of the DD Council staff.

RICCs build community coalitions, sponsor workshops, provide training and support to rally around issues. RICCs are charged with recognizing the diversity within each Michigan community and addressing the needs of culturally diverse people with disabilities.

Another form of RICC grant activity is the RICC-Endorsed Community Mini-Grant. This can be as much as \$12,000 and requires endorsement from the local RICC.

Areas Of Emphasis

A RICC's priorities reflect the Council's. Among the areas of emphasis are transportation, education, recreation, employment, housing and health.

RICCs welcome your involvement. New RICCs are forming all the time. Contact the Council office for more on these effective advocacy coalitions.

For more information, please contact the DD Council by phone – 517-334-6123, by TDD – 517-334-7354. Our address is: 1033 S. Washington Ave., Lansing, MI 48910. Our website is: www.michigan.gov/ddcouncil.

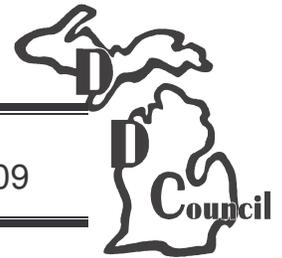
2006

Our Community Includes Everyone



Michigan Developmental Disabilities Council





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Updated: March 12, 2009

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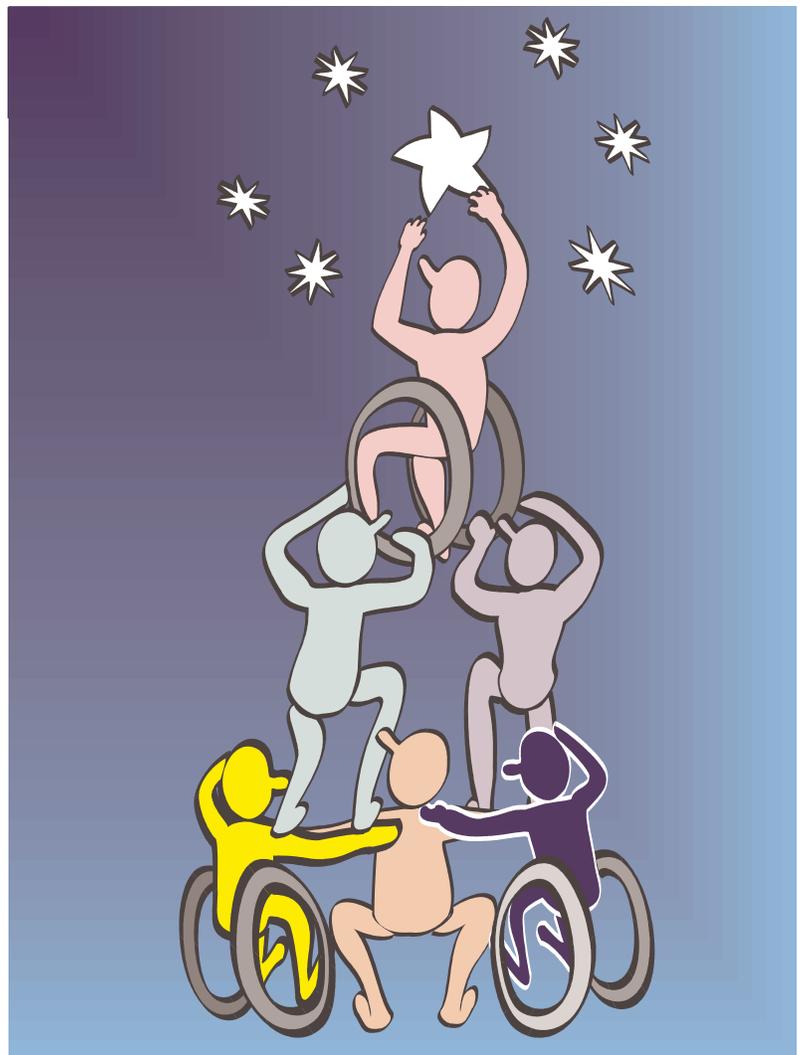
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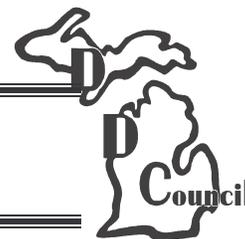
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2. About DD Council Grants . . .

Understanding why the Michigan Developmental Disabilities Council (DD Council) makes grants and how it administers RFPs, can help you decide whether to respond to a DD Council RFP. It may also improve your chances of writing a winning proposal.

Plan and RFP Process: The DD Council awards grants **only** to carry out strategies in its *Five-Year Strategic Plan*. Its competitive request for proposal (RFP) process is designed to bring in the proposals and select the projects that are most likely to achieve its targeted outcomes.

The DD Council does not encourage unsolicited proposals and cannot assure review or consideration for proposals developed outside its planning and request for proposals process.

Values: The DD Council is a systems advocate. Its grants program is one of its tools for changing the way systems support people with developmental disabilities. The Council's objectives are increased support for:

- **Self-determination** and
- **Community inclusion and participation** for people with disabilities, including those in minority and culturally distinct populations.

DD Council grants support **only** projects to make these values the reality for people with disabilities and their families. Grant projects must work in accord with these principles and may not operate in segregated “disability-only” settings.

Methods: The Council's methods stress:

- **Collaboration:** Many DD Council projects require collaboration and/or coalition. Individuals, groups or agencies working in isolation rarely accomplish systems change. Collaboration is always an asset to a grant proposal.
- **Consumer Participation:** All DD Council projects must assure participation by people with DD and their families, including those in minority and culturally distinct populations, in developing, operating and evaluating the project. Every grant proposal must describe how people with

disabilities and their families participated in developing the proposal and specify their role in doing and evaluating it.

- **Outreach and cultural sensitivity.** Every grant proposal must include a plan for outreach to minority populations and plans for assuring cultural competence in doing and evaluating the project.

Outcomes and Sustainability: The Council has a small budget to influence a complex system. Proposals must show how the project would get the desired results and how improvements would be sustained beyond the grant period.

- DD Council projects must evaluate their activities and accomplishments. Proposals must show how the project would achieve the targeted outcomes, and how it would measure and document its achievements.
- Proposals must describe how capacity developed under the grant will continue and how other improvements will be sustained after the end of the grant.

Process for Reviewing Proposals and Awarding Grants:

The DD Council uses a multi-level review process to select, as objectively as possible, the proposals best suited to supporting its goals. It includes:

Check ALL copies of your proposal. Reviewers have difficulty understanding, or recommending, proposals with missing or out-of-order pages.

- **(Optional) Technical assistance and review of drafts:** DD Council staff is available during regular business hours, as time allows, to answer questions, discuss project concepts, and review draft materials. To assure a thorough review, (with response in time for you to use any suggestions) get your draft in well ahead of the RFP deadline.
- **Pre-Review Screening.** A proposal goes to the full review process only if it arrives at the Council office **by the RFP deadline**, with:
 - o A complete original proposal, appropriately signed, and 15 complete copies, including:
 - o **All** the elements specified in the instructions and the RFP, with each clearly labeled, and:
 - o In readable type and format, *without* complex bindings that cannot be removed one-handed.



2. About DD Council Grants . . .

- **The Review Group** is made up of volunteers who have a deep commitment to the Council's mission and a broad range of expertise and experience. It will include:

- o At least one DD Council member and one member of the Council's Program Committee, whenever possible.
- o At least one person with a disability and a family member, especially those whose lives might be affected by the particular type of project(s).
- o Representatives of minority and culturally distinct populations.
- o Subject matter experts (e.g., experts in employment, housing, or community services, depending on the type of project), including service providers, state agency representatives and at least one person with evaluation expertise, whenever possible.
- o One or more RICC members and representatives of local service agencies for local projects.

“Grant reviewers [surveyed] believed that organizational mission, proposed consumer involvement, and proposed diversity outreach ... are all-important criteria for ... who should receive funding.”

-- Recent report from the *Evaluation of DD Council Activities*.

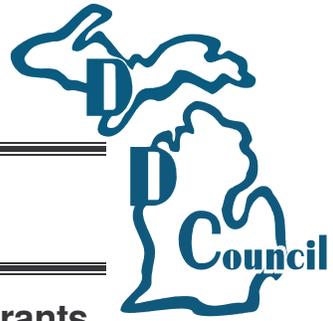
It is important to remember that there will be reviewers who will **NOT**:

- o Understand professional jargon or the technical language of your particular field;
- o Recognize acronyms, especially those for local agencies in your area;
- o Already know about your organization's history and reputation.

On the other hand, there **WILL** be reviewers who:

- o Are sensitive to being labeled because of their disability;
- o Prefer the use of “People First” language; (“Person with a disability,” not “Disabled person.”)
- o Take exception to language that patronizes or talks down to people with disabilities and their family members.





3. People First Language

In Proposals for Michigan Developmental Disabilities Council Grants



3. People First Language

In Proposals for Michigan Developmental Disabilities Council Grants

Purpose

This document provides guidance to those preparing grant proposals for the Michigan Developmental Disabilities Council's (DD Council's) grants program. For people seeking guidance on how to talk about disability issues in other arenas, the references listed at the end of this document may provide more specific information.

Background

In the past, people with disabilities have often been pitied, feared or ignored. Heartwarming, inspirational media stories actually reinforced stereotypes, leading their audience to patronize people with disabilities and underestimate their abilities. Often, people with disabilities were sent away to “special schools” and institutions, to live isolated from society. All of this contributed to discrimination and limited the opportunities available to them. People with disabilities were identified by their disability label first, and their other qualities often went unrecognized.

Social movements in the 1960s and 1970s targeted peace, free speech, social and economic justice, women's liberation and civil rights for African Americans and other minorities. Cross-disability rights activism, encouraged by the examples of the African-American civil rights and women's rights movements, did not emerge on a broad scale until the late 1960s. Gradually, people with disabilities began to move out of institutions, with the aim of finding homes and jobs and living in the community alongside the rest of us. Progress has been uneven, and people with disabilities still face many obstacles in their efforts to claim full citizenship. However, American society has begun to move toward a more positive understanding of disability; and we are working toward reflecting that insight in our use of language.

As we build a more inclusive society, we must acknowledge that people with disabilities are, first and foremost, people. They want to lead independent, self-affirming lives and to define



3. People First Language

themselves according to their ideas, beliefs, hopes and dreams. Our language must recognize our common humanity first. Above all, we must avoid terms that demean or patronize them. In recent years, many in the disability community have come to agree on the use of People First language.

What is People First Language?

The People First self-advocacy movement began in the United States in the 1970s. A group of people with developmental disabilities was organizing a convention where people with developmental disabilities could speak for themselves and share ideas, friendship and information. Someone said, “I’m tired of being called retarded – we are people first.” The name *People First* was chosen. The development of People First Language grew out of that original statement, “**We are people first.**”

[\[http://www.people1.org/about_us_history.htm\]](http://www.people1.org/about_us_history.htm)

People First language is based on recognizing a person’s humanity and individuality rather than using a label based on disability. It focuses on the person first, the disability last. We use people-first language to emphasize the uniqueness and worth of each person, not just the differences among people. It describes what the person **HAS**, not what he or she **IS**. For example, we no longer say “the disabled”, we say “people with disabilities.” The point is to remember that people with disabilities are people first.

Variations

People First language is the accepted usage in most of the developmental disabilities and independent living communities, but agreement is not universal.

- ◆ **Variant Terms.** Many people with vision impairments, for instance, prefer to be called blind people. Likewise, some people refer to themselves as deaf or hard of hearing. Even where the use of People First Language is almost universal, there are individuals who find some of its usages awkward, wordy, and repetitive. Parts of the disability community continue to try out a variety of new terms. You may hear or see:

- Physically challenged;
- Handicapper;
- Handicapable;
- Inconvenienced;
- disABLEd; or
- Differently abled.

People First advocates see these terms as condescending euphemisms. Some think they are just too artificial and “cute” for official use. They are certainly not acceptable in formal situations, and many people with disabilities and advocates find them annoying.

3. People First Language

◆ **Individual Preference.** In common courtesy, any person has the right to be called by the name or term he or she prefers. When dealing with individuals, it is best to ask if you are in doubt.

◆ **Disability Pride.** You may sometimes hear people with disabilities speaking **to each other** in non-People First terms. The Disability Pride movement uses the motto, “We’re Disabled and Proud!” Michigan’s own Proud and Powerful initiative



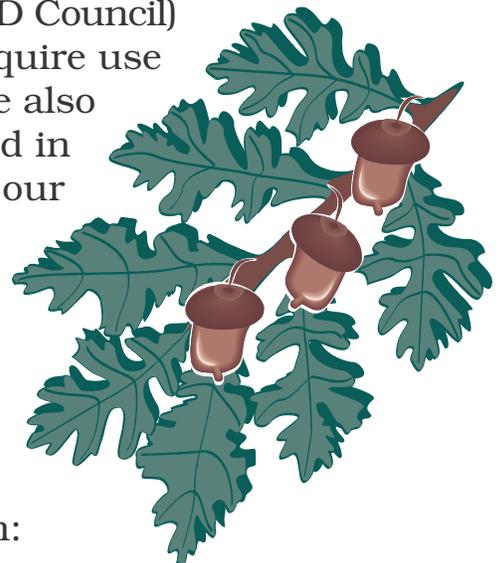
[<http://www.copower.org/leader/pandp.htm>] defines disability pride as, “Accepting and honoring our uniqueness and seeing it as a natural and beautiful part of human diversity.” Advocates encourage people with disabilities to “take back the definition of disability with militant self-pride.” [<http://www.disabledandproud.com/>] This important, growing aspect of the disability movement will have an increasing influence on

how we use language about disability in the future.

However, for now, most presentations, professional articles and grant proposals still require People First language. In official or formal settings, People First language is almost always acceptable. Many publications require its use in their articles. Centers for independent living and advocacy groups for people with disabilities often require it for any official purpose.

Michigan Developmental Disabilities Council Grant Proposals

The Michigan Developmental Disabilities Council (DD Council) uses People First language as its standard. We require use of People First language in all of our products. We also expect People First language in grant proposals and in all products of our grant projects. This section of our “Information and Tools” package provides specific guidance to anyone who is developing a DD Council grant proposal.



Points to Remember

1. Mention the person first and the disability second. Remember that the person is not the condition. To keep your emphasis on the person:

3. People First Language

Do Say	Avoid
<ul style="list-style-type: none"> • A woman with a physical disability. 	<ul style="list-style-type: none"> • A physically disabled woman.
<ul style="list-style-type: none"> • A man with intellectual disabilities. 	<ul style="list-style-type: none"> • An intellectually disabled man, or • A retarded man.
<ul style="list-style-type: none"> • People with disabilities. 	<ul style="list-style-type: none"> • The disabled.
<ul style="list-style-type: none"> • A person who has autism. 	<ul style="list-style-type: none"> • An autistic, or • An autistic person.

2. Some words and phrases should NEVER be used because they carry serious derogatory connotations. Some of the most hurtful terms include:

NEVER Say:	Say Instead:
<ul style="list-style-type: none"> • Victim. 	<ul style="list-style-type: none"> • Person with a disability.
<ul style="list-style-type: none"> • Afflicted by ..., Suffers from ..., or Stricken by ... 	<ul style="list-style-type: none"> • Has ...
<ul style="list-style-type: none"> • Crippled or lame. • Handicapped. • Deformed, or deaf and dumb. • Defective. 	<ul style="list-style-type: none"> • Has a disability.
<ul style="list-style-type: none"> • Unfortunate, pitiful, or burden. 	<p>Nothing.</p>

The words and terms under “Never Say,” above, are always hurtful when used to describe people. People with disabilities don’t want to be seen as victimized, afflicted, suffering or stricken. “Crippled,” “lame,” “deformed,” “handicapped,” and “deaf and dumb” are all negative, emotion-laden terms that speak to **lack** of ability. “Defective” is dehumanizing. Appliances may be defective - Babies are not. As for “unfortunate,” “pitiful,” or “burden,” just don’t use them to refer to people with disabilities. These are inappropriate emotional terms. They foster inaccurate stereotypes and serve no useful purpose.

3. People who use wheelchairs use them as tools for getting where they want to go. Many feel that they are **freed** by their wheelchairs, certainly not imprisoned by them.



3. People First Language

NEVER Say:	Say Instead:
<ul style="list-style-type: none"> • Confined to a wheelchair. • Wheelchair-bound. 	<ul style="list-style-type: none"> • Uses a wheelchair.

4. Adults with intellectual disabilities are adults.

NEVER Say:	Say Instead:
<ul style="list-style-type: none"> • Childlike, boy, or girl, when talking about an adult. 	<ul style="list-style-type: none"> • Person, man or woman.

5. Use objective descriptors instead of these negative, emotional terms.

Do Say	Avoid
<ul style="list-style-type: none"> • John Smith has cerebral palsy. 	<ul style="list-style-type: none"> • John Smith is a cerebral palsy victim. • John is a cerebral palsy (or a CP).
<ul style="list-style-type: none"> • A woman with muscular dystrophy. 	<ul style="list-style-type: none"> • A woman who is afflicted by muscular dystrophy. • A woman who suffers from muscular dystrophy.
<ul style="list-style-type: none"> • Mary Jones uses a wheelchair. 	<ul style="list-style-type: none"> • Mary Jones is confined to a wheelchair. • Ms. Jones is wheelchair-bound.
<ul style="list-style-type: none"> • Mr. Johnson uses crutches. 	<ul style="list-style-type: none"> • Mr. Johnson is crippled. • He is a cripple.
<ul style="list-style-type: none"> • A newborn with disabilities. 	<ul style="list-style-type: none"> • A defective newborn. • A child with birth defects.
<ul style="list-style-type: none"> • People with mental retardation (or intellectual disabilities). 	<ul style="list-style-type: none"> • The mentally defective. • The mentally retarded. <p>And absolutely not:</p> <ul style="list-style-type: none"> • Retards.

6. Describe people who do not have disabilities as “People without disabilities.”

Do Say	Avoid
<ul style="list-style-type: none"> • People without disabilities • Temporarily Able-Bodied person (TAB). 	<ul style="list-style-type: none"> • Normal people.

3. People First Language

7. People with disabilities are **NOT** chronically ill or sick. A disability may be caused by a disease like polio or rubella, but the disability is not the disease. Do not say “patient” unless you are talking about the relationship between a person with a disability and a health care professional.

We're Here.
We're Here To Stay



People First Wisconsin

8. Avoid casting a person with a disability as “inspiring,” or as a superhuman model of courage. People with disabilities are people, not tragic figures or demigods.

- They do not require special courage just to live;
- Most do not think that their lives should “inspire” you; and
- Some of them are not always cheerful.

9. Do not use “special” to mean segregated. Separate schools, or buses just for people with disabilities, are situations that disconnect them from their community, and the separateness often interferes with their getting where they want to go or doing what they want to do. Many of them feel that there is nothing special about these segregated settings.

10. Avoid terms that suggest that the disability itself makes someone “special.”

Do Say	Avoid
<ul style="list-style-type: none"> • Children who receive Special Education Services. 	<ul style="list-style-type: none"> • Special children; or • “Special Needs” children.

11. Would you like to be labeled? ... To be defined by only one part of who you are? Using People First language is a matter of good manners and treating people the way you would like them to treat you. Address others as you would like to be addressed.

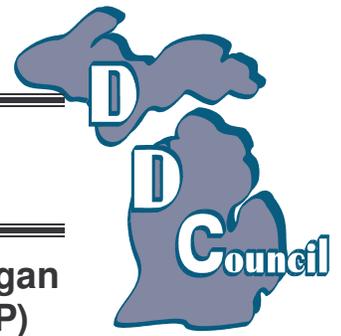
12. If the disability is not relevant to your context, why mention it at all? Say “man,” “woman,” “child,” “employee,” “member.” Or, to quote from the Texas Council on Developmental Disabilities, say:

“Friends, neighbors, coworkers, dad, grandma, Joe's sister, my big brother, our cousin, Mrs. Schneider, George, husband, wife, colleague, employee, boss, reporter, driver, dancer, mechanic, lawyer, judge, student, educator, home owner, renter, man, woman, adult, child, partner, participant, member, voter, citizen, amigo or any other word you would use for a person.”



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- ◆ *Beyond The AP Stylebook: Language and Usage Guide for Reporters and Editors*. Ragged Edge Online. Copyright 1992 The Advocado Press, Inc. <http://www.ragged-edge-mag.com/mediacircus/styleguide.htm>
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- ◆ *A Media Guide to Disability: The Language We Choose*. Connecticut Council on Developmental Disabilities. <http://www.ct.gov/ctcdd/site/default.asp>.
- ◆ *People First Language*. Hawaii Developmental Disabilities Council. <http://hidc.org/language.htm>.
- ◆ Website of People First of Oregon. http://www.people1.org/about_us_history.htm
- ◆ Disabled and Proud Website. <http://www.disabledandproud.com/>



4. Checklists

For assessing proposals developed in response to a Michigan Developmental Disabilities Council Request for Proposals (RFP)

The following tools are provided for your convenience, to help you cross-check your proposal, to assure that it includes all the needed elements, and, to some extent, to help you assess the completeness of your plans for elements like outreach, cultural competence and sustainability.

- 4.A. **Checklist of General Requirements:** Elements needed for ALL responses to DD Council RFPs
- 4.B. **Checklist for Reviewing *Public Input to the DD Council's Planning Process***
- 4.C. **Sustainability Checklist:** Indicators of Readiness and Ability to Promote Sustainable Systems Change



**Checklists are provided for
YOUR convenience.
Do not include them with
proposals.**

4.A. Checklist of General Requirements

Elements needed for ALL responses to DD Council RFPs

Proposal Cover Sheet is completed, including:

- Complete contact information (address, phone, fax, email);
- Authorizing signature, with the top copy in original colored (not black) ink.
- Brief summary of the project under “RFP and Project Title.”
- Budget figures at the bottom for the first year of the proposed project.

Summary for Use in Announcing Awards, suitable for informing the general public:

- One-page summary.

Narrative Summary, including summary information about:

- Problems to be addressed;
- Organizational capacity of the applicant agency and other participating organizations;
- Activities: What the proposed project would do;
- Consumer participation;
- Cultural Sensitivity and Outreach to Assure Diversity;
- Problems to be addressed;
- Outcomes: How the proposed activities will lead to the targeted outcomes specified in the RFP;
- Evaluation: Where and how data will be collected, analyzed, reported and used to improve the project;
- Sustainability: How the project will provide for sustainability of project outcomes beyond the grant period;
- Dissemination: How the project will assure that information and products developed by the project will be disseminated.

4.A. Checklist of General Requirements

Target groups: Description and **NUMBERS** of people the project expects to serve, train, educate, or influence. These may include:

- Number of people with DD by the level of supports needed;
- Number of people with DD by other relevant characteristics;
- Other target groups by their role for people with DD and by the characteristics that matter in the project's context.
- All target groups by race.

Workplan and Schedule forms, including one table for each quarter of Year One of the project.

Budget Forms for Year 1 of the project, including:

- Program Budget Summary,
- Program Budget-Cost Detail, and
- Budget Narrative: Includes all the information a reviewer will need to understand how the funds will be spent, and how the budget relates to the workplan.

Review Criteria:

- The completed proposal has been checked against them. (Sec. II of the RFP.)

4.B. Checklist for “Individuals and Families Planning for Their Futures”

- The project will provide workshops, information and tools for families who are providing care for a family member who has DD. The workshops will:
 - Support families in planning for a family member’s future.
 - Use person centered planning and the tools of self-determination.
 - Introduce families to local people and organizations that can help them, including advocacy organizations, service providers, and adults with DD who are living self-determined lives in independent settings.
- The proposal targets families who are providing care for a family member who has DD, including those from diverse cultural backgrounds.
- Emphasis will be on aging families and others who have similar concerns, especially those who are not currently getting services.

In the first year:

- The proposal shows how the project would work with the RICCs, AAAs, and other local experts to:
 - Establish and implement processes for recruiting family members from the RFP’s target group and distribute information about the workshops.
 - Collect materials, community resource experts and contact information in each of the regions specified on:
 - Person Centered Planning and Self-Determination;
 - Long-term care; and
 - Financial planning, including tools like the Special Needs Trust.
 - Identify local advocacy organizations, experts, service agencies, other Council grant projects, and other resources available locally to help participants with:
 - Person centered planning, independent facilitation, fiscal intermediary services, and other tools of self-determination;

4.B.1 Checklist for “Minority Family Support to Improve Education Outcomes”

- Supporting people with DD to develop relationships and personal support networks;
- Networking with other families who have a family member with DD; and
- Getting to know adults with DD who are already living self-determined lives in independent community settings.
- Develop:
 - Curriculum and materials for the workshops;
 - A toolkit for each region, in multiple languages, containing resources on person centered planning, self-determination and community resources; and
 - A website that makes available workshop materials and toolkits.

In the second year: The proposal shows how the project would:

- Organize free workshops in each of the specified regions, for families to get information from experts and hands-on experience writing a plan. Tasks include:
 - Setting up dates for workshops and arrange formats to meet the needs of the families registered.
 - Creating and disseminating promotional material to publicize workshops.
 - Locating speakers and meeting space.
 - Providing travel costs for families that need them.
 - Arranging for food at the meetings as needed.
- Conduct workshops providing information on:
 - Person Centered Planning and Self-Determination;
 - Long-term care; and
 - Financial planning, including tools like the Special Needs Trust.
- Hold a question and answer session.
- Provide materials and assistance to families for writing a plan.
- Provide a toolkit for each family to take home.

4.B.1 Checklist for “Minority Family Support to Improve Education Outcomes”

- Create and maintain a database of attendees who are willing to be contacted by DD Council outreach activities.
- Disseminate toolkits, on request, to families who could not attend the workshops.

Outcomes

- The proposal shows how the project would achieve the Council’s targeted outcomes, assuring that workshop participants:
 - Get information and experience on planning for the family member with a developmental disability, ensuring the wishes of the family member are respected.
 - Understand person centered planning and self-determination, how a person with DD can live a self-determined life in an independent community setting, and how to get skilled facilitation and the tools of self-determination for their family member.
 - Are linked with local advocacy organizations, experts, service agencies, other Council grant projects, and other resources available in each of the specified regions.
 - Become informed on how to plan for their family member’s needs.
 - Include persons of diverse cultural backgrounds and families who have not been receiving services.

Products

- The proposal shows how the project would produce:
 - The toolkit with resources for planning;
 - Curriculum for workshops on person centered planning, financial planning, self determination and community resources;
 - A replication handbook; and
 - A web site for disseminating material and informing participants.
- The proposal shows evidence of the applicant’s experience with and expertise on working with:
 - The families of people with DD,
 - The issues of aging families,

4.B.1 Checklist for “Minority Family Support to Improve Education Outcomes”

- Implementing person centered planning and supports for self-determination, and
- Long-term care.
- The proposal shows evidence of the applicant’s knowledge of and links with advocacy organizations, experts, service agencies, other Council grant projects, and other resources for people with DD and their families.
- The proposal includes examples of family resource materials developed by the applicant and /or proposed subcontractors.
- The proposal demonstrates that the applicant has knowledge of and experience with:
 - Training and technical assistance;
 - Working with families of people with developmental disabilities;
 - The issues of aging families;
 - Financial planning; and
 - Self Determination and Person Centered Planning.
- The applicant also has experience with, understanding of, and commitment to, person centered planning, self-determination and community inclusion for people with DD and their families.



4.C. Sustainability Checklist

Indicators of Readiness and Ability to Promote Sustainable Systems Change



Does the organization have:

- Strong Organizational Commitment to Systems Change as indicated by:**
 - A collective desire to be a champion team.
 - A “*Yes I can*” attitude.
 - Strong leadership commitment to the efforts needed for the proposed project to succeed.
 - Leadership is willing to take risks and support innovative programming.
 - Organizational mission and focus compatible with the Council’s intended outcomes for the project.
- Consumer-Driven Focus as indicated by:**
 - Program flexibility that allows consumers’ needs and preferences to direct service provision.
 - Long-term organizational commitment to self-determination for people with disabilities.
 - Significant use of consumer input in developing plans and in operating and evaluating programs.
- Effective Use of External Resources as indicated by routinely:**
 - Making positive use of factors like state funding or job market shifts.
 - Building on prior relationships with other organizations to implement system change projects.
- Ability to Build on Existing Resources as indicated by:**
 - The organization and its staff have experience with innovative programming and systems change.
 - A history of making creative use of available resources in the community.



Do the planned activities include:

- Actively Spreading The Word About Project Successes, as indicated by plans for promoting:**
 - Citizen, policymaker, and leader awareness of the project's successes.
 - Stakeholder buy-in to systems change, service innovation and other targeted outcomes.

- Commitment to Tenacity in Pursuit of Change and Success as indicated by plans for:**
 - Eliminating and/or circumventing barriers to the project's objectives.
 - Evaluation that will provide ongoing information about their progress toward their goals.

- Moving the Sponsoring Organization Towards Recognition as an Expert in Innovation by:**
 - Developing expertise over time via projects and activities that build on one another, promoting a growing sense of competence and recognition within the organization and in the community.
 - Informing decision makers and community members of the organization's efforts and successes.

- Promoting New Philosophies And Practices In The Community, as indicated by plans for:**
 - Formal and informal education to foster change in the community.
 - Promoting change in the policies and practices of community agencies.
 - Targeting the project to motivated consumers who *want* to pursue changes in their lives.
 - Using a holistic approach, recognizing that the project addresses only one part of participants' lives, and integrating project efforts with other important services in the community.
 - Establishing the project as a resource rather than as an ongoing service provider, and providing training for the community service system on how to provide the innovative services.

4.C. Sustainability Checklist

Continued: Do the planned activities include:

- Creative Development of Long-Term Funding by plans for:**
 - Identifying alternate sources of funding.
 - Applying for foundation grants and seeking community dollars.
 - Redirecting organizational funds for flexibility and to facilitate long-term funding.
 - Embedding project efforts into other, already existing line-item services.
 - Collaborating with other community organizations in long-term project funding

- Incorporating a Strong Consumer-Driven Effort by plans for:**
 - Major consumer involvement in planning and decision-making, and in project operations.
 - Mobilizing consumers at a grassroots level to direct change.
 - Evaluation that engages consumers in assessing the project's progress, products and achievements, and in developing ways to use evaluation information to improve the project.

- Creating Effective Collaborative Relationships with key Stakeholders/ Agencies by:**
 - Creating partnerships with needed stakeholders.
 - Outsourcing service delivery to others who can easily integrate and sustain long-term efforts.
 - Sharing resources and costs of service provision with other key community agencies.
 - Recognizing and respecting partners' roles in the process.

- Making it Easy for Consumers and Staff to Promote Sustainability by:**
 - Recognizing and respecting partners' roles in the process.
 - Taking time to foster shifts in community attitudes through formal and informal education.
 - Building the needed support network by enhancing and building on existing resources.
 - Actively spreading the word about project successes.

5. Vendor Registration with the State of Michigan.

You need to be registered as a vendor with the State of Michigan before you can:

- Receive payment from the State of Michigan.
- Do business with the State.

This applies to individuals, businesses, non-profit organizations, units of government, municipalities, schools, colleges and universities. Contractors and vendors can register to sell goods and services to the State.

The DD Council cannot issue a grant award to an organization unless it is registered.

The state provides several ways you can register:

- You can register on line at <http://www.cpexpress.state.mi.us/>. The site also offers an on-line training module, which may be useful if this is your first time using it.
- Email your request to DMB-vendor@Michigan.gov, or
- Telephone to (888) 734-9749 [toll-free] or (517) 373-4111 [local in Lansing], or
- Fax to (517) 373-6458.

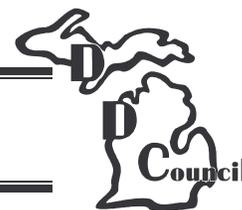
 **Registering ahead of time will speed up the grant process and reduce the delay between receiving an award letter and receiving grant funds.**

The state makes grant payments through electronic fund transfer (EFT). EFT details are part of the vendor registration process and are available on the State of Michigan's Internet site: <http://www.cpexpress.state.mi.us/>.



6. Information Specific to *RFP 2010.A*

- 6.A. What is Person-Centered Planning?**
- 6.B. What is Self-Determination?**



6.A. What is Person-Centered Planning?

Person-centered planning means you planning for your life.

The people you choose – family, friends – will listen and help you take charge of your life. The person-centered plan helps you make your own decisions, develop your potential, and become a contributing member of your community. Person-centered planning puts you in control of the choices that affect your life.

Before person-centered planning, people with developmental disabilities did not have many choices in life. There was little opportunity to make plans for the future. Professionals in agencies made the decisions and had the control.

Today person-centered planning is the law (Michigan Mental Health Code 1993). This law says that each person receiving developmental disability or mental health services can plan his or her own life. The law also says any agency or worker who serves your interests must abide by the choices made in your plan.

Do The Planning Yourself

To make a plan, you gather together people you know and trust: family, friends, neighbors, professionals with whom you feel comfortable. There are a lot of areas up for discussion as you make your plan.

1. What do you want your life to be like?
 - Where do you want to live? With whom?
 - What kind of job do you want?
 - What kinds of everyday choices do you want to make?
 - What are your interests?
 - Do you want to continue doing what you do now? Are there other things you'd want to do?
 - Are there other opportunities in the community you'd like to explore?
2. What do you need to do to make these things happen?
 - How do you make others aware of your preferences and interests?
 - What services and supports will you need?
 - Who do you want to provide those services and supports?
 - What skills do you want to develop?
 - What are your responsibilities for making your choices reality?

Your Choice!

Answering the questions above will help you create your plan. You can always change your personal plan if you want to change your life and goals. For example, if you change your mind and decide you want to go to college instead of looking for a job, you change your plan to show that.

You may want to tell your family or friends you want to do a person-centered plan. Then call your support person at the Community Mental Health office and tell them you want to do a plan.

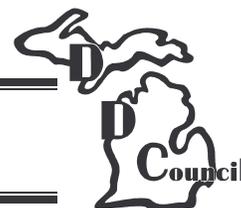
Where you go from there.....is up to you!!

For more information, please contact the DD Council by phone – 517-334-6123, or by TDD – 517-334-7354. Our address is: 1033 S. Washington Ave., Lansing, MI 48910. Our website is: www.michigan.gov/ddcouncil.

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6.B What is Self-Determination?

Self-Determination means having control over your own life. If you are in the public mental health system it means control over funding for the services you receive – real power to make decisions about your life.

Self-Determination is a core value of the Michigan Developmental Disabilities Council. Self-Determination empowers people with developmental disabilities to achieve life dreams, which is the mission of the Council.

The Michigan Department of Community Health guidelines on Self-Determination describe four principles:

1. **Freedom** – to choose how to live your life, where you live, who lives with you, what you do and where you go in your community.
2. **Authority** – to control a set amount of money you use to buy what you need to live your life.
3. **Support** – to get the help you need to live the way you want to live.
4. **Responsibility** – to use public dollars wisely and to contribute to your community.

Others have added a fifth principle:

5. **Confirmation** – to accept the important leadership of self-advocates in a newly designed public mental health system.

Self-determination offers many opportunities such as:

- Quality education
- Where you live
- Work
- Transportation
- Community involvement
- Leadership
- Fun
- Friendship
- Family
- Worship

Interested in learning more about self-determination? Contact your Supports Coordinator at Community Mental Health. Your Supports Coordinator will help you develop:

- a person-centered plan, and
- your budget for supports and services you need.

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