



Request For Proposals: Incompass Michigan DSP Career Pathway

Proposals will be accepted until: 4:00 P.M. ET on April 15, 2020

ORGANIZATION OVERVIEW:

Incompass Michigan is an association of comprehensive human service providers working together to achieve inclusive communities.

PROJECT OVERVIEW:

Incompass Michigan is seeking proposals for the development of a competency-based training program designed to prepare individuals who have the desire and ambition to provide quality services as a Direct Support Professional (DSP), working with individuals with disabilities in home and community based settings.

PROJECT GOALS:

1. Curriculum of sufficient depth to be valued across multiple sectors of service provision, specific to the service delivery environment in Michigan.
2. Curriculum that will enhance the quality of residential and non-residential services to individuals with disabilities.
3. Curriculum that will increase the likelihood of successful service outcomes and promote meaningful connections to community.

SCOPE OF WORK:

Quality curriculum and assessment development that can be easily delivered to potential or current DSPs at an economical cost. We are seeking to establish a training experience promoting a career pathway within the direct care workforce, leading to a recognized credential.

Proposals may be submitted for one or more curriculum level.

An overview of the suggested outline for the acquired curriculum is noted below with necessary competencies and skills that the curriculum should deliver and assess. Each of these competencies may be broken down into lessons not to exceed one hour in length.

The acquired curriculum must include a summary chart identifying:

Competency and Related Skill	Related Course(s), Lesson(s), or Module(s)	Measurable Objectives for the Skill	Assessment Method
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(as identified below, ie: 1. a.)			
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Course outlines webinars and content should be provided in a format that will easily translate to Incompass Michigan’s LMS or a standalone training platform.

DSP Level 1 Curriculum

Curriculum to include the following four competencies and related skills.

- 1. Crisis Prevention, Intervention and Resolution Techniques (NADSP #10)**
 - a. Identify crisis, defuse the situation, evaluate and determine an intervention strategy and contact necessary supports.
 - b. Monitor crisis situations, discuss the incident with authorized staff and participant(s), adjust supports and the environment, and comply with regulations for reporting.
- 2. Safety (CMS #5)**
 - a. Demonstrate the ability to identify, prevent, and report situations of abuse, exploitation, and neglect according to laws and agency rules.
 - b. Recognize signs of abuse and neglect, including the inappropriate use of restraints, and works to prevent them.
 - c. Maintain the safety of an individual in the case of an emergency.
 - d. Support individuals to be safe and learn to be safe in the community.
 - e. Use universal precautions and give first aid as needed in an emergency.
- 3. Person Centered Practices (NADSP #14)**
 - a. Support individuals in alignment with their person centered plan.
 - b. Modify support programs and interventions to ensure they are person centered.
 - c. Challenge co-workers and supervisors to use person centered practices.
 - d. Understand person centered planning techniques.
 - e. Assist individuals in developing person centered plans.
 - f. Vocational, Educational & Career Support: knowledgeable about the career and education related concerns of the participant and able to mobilize the resources and support necessary to assist the participant to reach their goals. (NADSP #9)
- 4. Health and Wellness (NADSP #15)**
 - a. Administer medications accurately and in accordance with agency policy and procedures.
 - b. Observe and implement appropriate actions to promote healthy living and to prevent illness and accidents.
 - c. Use appropriate first aid/safety procedures when responding to emergencies.
 - d. Assist individuals in scheduling, keeping, and following through on all health appointments.
 - e. Assist individuals in completing personal care (e.g., hygiene and grooming) activities.
 - f. Assist with identifying, securing and using needed adaptive equipment and therapies (e.g., physical, occupational, speech, respiratory, psychological).
 - g. Assist individuals in implementing health and medical treatments.
 - h. Assist individuals to take an active role in their health care decisions.

DSP Level 2 Curriculum

Curriculum to include the following four competencies and related skills.

- 1. Evaluation and Observation (NADSP #3)**

- a. The competent DSP initiates or assists in the initiation of an assessment process by gathering information (e.g., participant’s self-assessment and history, prior records, test results, additional evaluation) and informing the participant about what to expect throughout the assessment process.
 - b. The competent DSP conducts or arranges for assessments to determine the needs, preferences, and capabilities of the participants using appropriate assessment tools and strategies, reviewing the process for inconsistencies, and making corrections as necessary.
 - c. The competent DSP discusses findings and recommendations with the participant in a clear and understandable manner, following up on results and reevaluating the findings as necessary
2. **Communication (NADSP #2)**
- a. Use effective, sensitive communication skills to build rapport and channels of communication by recognizing and adapting to the range of participant communication styles.
 - b. Have knowledge of and use modes of communication that are appropriate to the communication needs of participants.
 - c. Learn and use terminology appropriately, explaining as necessary to ensure participant understanding.
3. **Professionalism and Ethics (CMS #6)**
- a. Follow relevant laws, regulations and be guided by ethical standards when doing work tasks.
 - b. Support individual in a collaborative manner and maintains professional boundaries.
 - c. Show professionalism by being on time, dressing appropriately for the job, and being responsible in all work tasks.
 - d. Seek to reduce personal stress and increase wellness.
 - e. Respect the individual and his or her family’s right to privacy, respect, and dignity.
 - f. Maintain confidentiality in all spoken and written communication, and follow the rules in the Health Insurance Portability and Accountability Act of 1996.
4. **Community Inclusion and Networking (NADSP #4)**
- a. Help to identify the needs of the participant for community supports, work with the participant’s informal support system, and assist with, or initiate identified community connections.
 - b. The competent DSP researches, develops, and maintains information on community and other resources relevant to the needs of participants.
 - c. The competent DSP ensures participant access to needed and available community resources coordinating supports across agencies.
 - d. The competent DSP participates in outreach to potential participants.
 - e. Building and Maintaining Friendships and Relationships: support the participant in the development of friendships and other relationships. (NADSP #13)

DSP Level 3 Curriculum

Curriculum to include the following four competencies and related skills.

- 1. **Empowerment (NADSP #1) and Advocacy (NADSP #8)**
 - a. Assists and support the participant to develop strategies, make informed choices, follow through on responsibilities, and take risks.

- b. Promotes participant partnership in the design of support services, consulting the person and involving him or her in the support process.
 - c. Provide opportunities for the participant to be a self-advocate by increasing awareness of self-advocacy methods and techniques, encouraging and assisting the participant to speak on his or her own behalf, and providing information on peer support and self-advocacy groups.
 - d. Provide information about human, legal, civil rights and other resources, facilitate access to such information and assist the participant to use information for self-advocacy and decision making about living, work, and social relationships.
 - e. Identify advocacy issues by gathering information, reviewing and analyzing all aspects of the issue.
 - f. Have current knowledge of laws, services, and community resources to assist and educate participants to secure needed supports.
 - g. Facilitate, assist, and/or represent the participant when there are barriers to his or her service needs and lobbies decision-makers when appropriate to overcome barriers to services.
 - h. Interact with and educate community members and organizations (e.g., employer, landlord, civic organization) when relevant to participant's needs or services.
- 2. Community Living Skills and Supports (NADSP #6)**
- a. Assist the participant to meet his or her physical (e.g., health, grooming, toileting, eating) and personal management needs (e.g., human development, human sexuality), by teaching skills, providing supports, and building on individual strengths and capabilities.
 - b. Assist the participant with household management (e.g., meal prep, laundry, cleaning, decorating) and with transportation needs to maximize his or her skills, abilities and independence.
 - c. Assist with identifying, securing and using needed equipment (e.g., adaptive equipment) and therapies (e.g., physical, occupational and communication).
 - d. Support the participant in the development of friendships and other relationships.
 - e. Assist the participant to recruit and train service providers as needed.
- 3. Education, Training, and Self-Development (NADSP #7)**
- a. Complete required training education/certification, continue professional development, and keep abreast of relevant resources and information.
 - b. Educate participants, co-workers and community members about issues by providing information and support and facilitating training.
 - c. Facilitation of Services: knowledgeable about a range of participatory planning techniques and skilled in implementing plans in a collaborative and expeditious manner. (NADSP #5)
 - d. Organizational Participation: familiar with the mission and practices of the support organization and participates in the life of the organization. (NADSP #11)
 - e. Documentation: awareness of the requirements for documentation in an organization and able to manage requirements efficiently. (NADSP #12)
- 4. Cultural Competence (CMS #11)**
- a. Provide or access services that fit with the individuals' culture or preferences.
 - b. Seek to learn about different cultures to provide better support and services.
 - c. Recognize own biases and don't let them interfere in work relationships.
 - d. Respect the cultural needs and preferences of each individual.
 - e. Assist the individual to find social, learning and recreational opportunities valued in his or her culture.

PROJECT EVALUATION METRICS:

The solicitation process will be open to respondents that are highly qualified to perform the services required, providing curriculum in one or more of the above curriculum levels.

Evidence-based or best practice support for content will be valued.

The ability to address program continuity, to develop more than one curriculum element, will be viewed favorably; as will the inclusion of multiple approaches to providing direct support based on the needs of the individual.

Preference will be given to content that can be delivered online.

Each submitted proposal should include:

- Detail of respondent's qualifications and associated experience in relation to direct support services.
- Cost for curriculum and assessment development, as well as implementation support.
- Copyright statement of curriculum and assessment materials or licensing agreement.
- Description of engagements for other clients, involving services similar to those requested by this RFP and successfully performed by the respondent.
- Comparable project references of similar scope and size.
- Summary of how curriculum will align with the competency and skills noted for each curriculum level.
- Estimated timeline of deliverables.

Incompass Michigan may accept or reject any proposal and reserves the right to negotiate further with respondents. Further, if Incompass Michigan accepts and approves a proposal, a Services Agreement will be submitted to the successful vendor.

RFP Q&A Period:

Questions regarding RFP should be sent in a PDF or MS Word document to tculver@incompassmi.org with "RFP Questions" in the subject line of the email. **Questions will be accepted until 4:00 P.M. ET on March 20, 2020.**

Responses to Questions will be posted by March 25, 2020.

PROJECT SUBMISSION REQUIREMENTS:

Proposals should be sent in a PDF or MS Word document to tculver@incompassmi.org with "Response to RFP" in the subject line of the email. **Proposals will be accepted until: 4:00 P.M. ET on April 15, 2020.**

CONTACT INFORMATION:

For questions regarding this RFP, contact:

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