**First Steps System for Professional Development, Training, and Technical Assistance RFP**

**Attachment K - Scope of Work**

**Purpose**:

The First Steps System for Personnel Development, Training, and Technical Assistance (hence forth referred to as ‘Professional Development System’) is a component of Indiana’s Comprehensive System of Personnel Development as required in 34 CFR 303.118 (Attachment M). The Professional Development System provides a mechanism for the Family and Social Services Administration (FSSA), Division of Disability and Rehabilitative Services (DDRS), Bureau of Child Development Services (BCDS)/First Steps (FS) to coordinate training efforts into a comprehensive system of technical assistance for personnel supporting eligible infants, toddlers, and their families enrolled in the First Steps program. The Professional Development System supports the statewide coordination of training opportunities related to the provision of early intervention to young children and their families and provides greater access to learning opportunities for service providers. The Professional Development System must enhance the capacity of all First Steps personnel at the local level through access to national and local experts, national technical assistance centers, professional organizations, evidence-based practices, research, and early intervention related resources. The activities, training, and technical assistance provided by the Professional Development System must support Indiana's State Systemic Improvement Plan (SSIP) and general supervision system. This Scope of Work is divided into four components: Professional Development, Technical Assistance, the Governor’s Interagency Coordinating Council, and General Contract Requirements. Respondents shall be responsible for meeting all requirements outlined in each of the four components mentioned above and providing high-quality, innovative services that will improve Indiana’s First Steps program. The Respondent shall take initiative in seeking out the latest research-based best practices and incorporate those into trainings.

**First Steps Background:**

First Steps is Indiana’s early intervention program, authorized under Part C of the Individuals with Disabilities Education Act (IDEA), which brings together families and professionals from education, health, and social service agencies to provide children and their families an array of locally available early intervention services and resources.

**Component 1: Professional Development**

1. **Programmatic Training**

The Respondent will develop and implement online modules, virtual learning webinars, and in-person professional development opportunities for First Steps personnel which are strategic in meeting identified personnel needs, system improvements, identified technical assistance areas, and align with Indiana’s State Systemic Improvement Plan (SSIP). In addition to developing and implementing these trainings, the Respondent shall build awareness by performing outreach and distributing marketing materials to First Steps personnel. The Respondent shall also ensure that all trainings are provided in a manner that meets the accessibility needs of all participants. The Respondent shall be responsible for utilizing a video conferencing platform to host virtual meetings, trainings, and webinars under the direction of BCDS. In addition, the Respondent will collaborate with Indiana University’s Indiana Institute on Disability and Community’s (IIDC) Early Childhood Center (ECC) to be knowledgeable of the FGRBI framework and principles and incorporate both into trainings. The Respondent will also be responsible for incorporating LifeCourse framework, tools, and principles into trainings. The Respondent will ensure training opportunities occur at a regular cadence throughout each calendar year. The Respondent will ensure First Steps professional development and credentialling hours are provided to personnel.

1. First Steps Conference: The Respondent will plan and implement an annual state conference each year of the contract period. The Respondent will develop and deliver a 1.5-to-2-day statewide conference open to First Steps personnel and stakeholders to be held on or before June 30, each year. The Respondent’s responsibilities will include but are not limited to securing the location, marketing, registration, technology, conference content including break-out sessions, key-note speakers, and poster session, and post survey to attendees. Additionally, the Respondent shall be responsible for utilizing a conference app and hosting a conference webpage. The Respondent will organize a conference committee that is comprised of a variety of First Steps stakeholders and must include at least one state level First Steps employee. This committee will provide input for speakers, location, schedule, fees, etc. All conference materials must be accessible for all participants. The Respondent will solicit sponsorships and in-kind donations to supplement the cost of the event and ensure affordability for all participants. The Respondent may require a registration fee; however, it must not exceed $150 in order that the conference remain accessible to all personnel.
2. National Webinar Speaker Series: The Respondent will collaborate with the BCDS to identify appropriate speakers and topics for the development and promotion of 2 national webinars which aim to enhance personnel competency around topics which may include but are not limited to equity, inclusion of children with disabilities in childcare settings, social emotional supports for children and their families, feeding, language development, federal initiatives, and coaching.
3. LMS Trainings: The Respondent will ensure LMS training maintenance, implement online trainings, and provide virtual learning webinars. The respondent will be responsible for the maintenance of the following existing LMS courses:
   1. AEPS Part 1
   2. AEPS Part 2 (registration for course)
   3. Approaches to Feeding Difficulties to promote independence
   4. Building Routines with Families
   5. Communication for All! AAC Families will Love
   6. Cultural and Linguistic Competence Part 1
   7. Cultural and Linguistic Competence Part 2
   8. Demonstrating Critical Consciousness as an Early Intervention
   9. Engaging in Anti-bias, Culturally Responsive Family Engagement and Support
   10. Ethics in Home Visiting
   11. Every Moment Matters
   12. Exit Skills Training
   13. Family Engagement, Cultural Competence, and Socioeconomic Awareness
   14. Family Coaching in Tele-intervention- Preparing for your session
   15. FINDER
   16. Functional Literacy for Families: Going beyond just reading
   17. How Providers Can Use the Family Assessment Tool to Improve
   18. Introduction to Privilege
   19. Introduction to Sensory Processing
   20. Noticing and Appreciating Simple Everyday Interactions
   21. Strategies for Embedding Intervention in Everyday Routines a
   22. Supporting Families of Young Children with Erin Barton
   23. Tele-Intervention
   24. The Growing Brain
   25. The Role of Family Assessment in Family Centered Home Visiting
   26. What To Do When Behavior Happens
4. Pending Provider Trainings: The Respondent shall be responsible for developing the following pending provider trainings within the first year following contract execution. Upon completion, the Respondent will then be responsible for providing and maintaining the following trainings.
   1. Provider Only Modules
      1. Introduction to the Individual Family Service Plan (IFSP)
      2. Requesting changes to the Individual Family Service Plan (IFSP)
      3. Summary of Service
      4. Implementing The Family Assessment Tool
   2. Modules for both Service Coordinators and Providers
      1. Family Engagement-Building Relationships
      2. Importance of Setting the Stage and Having Engaging Conversations to Build Relationships with Families
      3. Tele-Intervention
      4. An Overview of Child Development
      5. Child Abuse and Neglect and Mandated Reporting as it pertains to First Steps Personne
      6. Let’s Talk Make-Up Sessions
      7. Transition and Exit from Early Intervention
      8. Understanding of Family Rights and Procedural Safeguards
      9. The Importance of the Exit Skills Checklist and the Family Exit survey Data
      10. Diversity, Equity, and Inclusion
      11. Self-Care
5. **On-Boarding Modules**

The Respondent is responsible for maintaining, updating, and creating required on-boarding trainings for First Steps personnel as requested by the Bureau of Child Development Services (BCDS). These modules are to be created and posted to the LMS. The Respondent will be responsible for developing learning objectives and course content, creating training outlines and storyboards, and producing trainings. Trainings must be offered in a variety of delivery modes such as in-person, written guidance, and via live and recorded webinars. Materials, resources, and webinars are to be posted on the IN EI Hub Learning Management System (LMS). Trainings must align with federal and state Part C laws and regulations and reflect current research to support acquisition of skills and knowledge that promote early intervention best practices. All trainings developed are expected to be rooted in research and evidence to establish validity and efficacy.

Please see below a list of LMS Current Learning Path Courses to be covered in on-boarding trainings. Please note that this list is not intended to be exhaustive.

1. Initial Credential for Service Coordinators
   1. SC 101
   2. The Growing Brain
   3. Exit Skills Training
   4. Ethics in Home Visiting
   5. AEPS Part 1
2. Direct Service Provider Initial Credentialing
   1. DSP 101
   2. Exit Skills Training
   3. The Growing Brain
   4. Ethics in Home Visiting
   5. AEPS Part 1
3. Eligibility Determination Team
   1. AEPS Part 2 (in-person training)
4. **Topical Modules**

Upon completion of the development of the pending provider trainings during the first year of the contract, the Respondent shall develop at least three professional development topical trainings for enrolled and credentialed First Steps personnel, which must be at least one hour long each. Training development will include but is not limited to identifying topics that are essential to early intervention best practices. Respondents will collaborate with the Bureau of Child Development Services and use data to identify training needs as they arise. The Respondent will be responsible for developing learning objectives and course content, creating training outlines and storyboards, and producing trainings. Trainings must be offered in a variety of delivery modes such as in-person, written guidance, and via live and recorded webinars. Materials, resources, and webinars are to be posted on the IN EI Hub Learning Management System (LMS). Trainings must align with federal and state Part C laws and regulations and reflect current research to support acquisition of skills and knowledge that promote early intervention best practices. All trainings developed are expected to be rooted in research and evidence to establish validity and efficacy.

Please see below a list of potential topics to be covered in these trainings. Please note that this list is not intended to be exhaustive.

1. Brain development
2. Facilitating families’ understanding of infant toddler development, age-appropriate play and behavior expectations
3. Required IDEA/Part C documentation
4. FERPA
5. Best practices in early intervention home visiting
6. Early intervention team communication and collaboration
7. Eligibility determination assessment tools
8. Using reports and information to guide IFSP development
9. Writing child and family centered goals and outcomes
10. Family engagement
11. Having authentic conversations with families
12. Recognizing and respecting the uniqueness of each individual family
13. Working with culturally and linguistically diverse families
14. Caregiver coaching and understanding adult learning styles
15. Transition and exit from early intervention services
16. The transition from Part C/ early intervention to Part B/preschool special education services and the roles and responsibilities of First Steps service coordinators and direct service providers
17. Working with medically fragile infants and toddlers
18. Infant/early childhood and caregiver mental health
19. Safety practices for home visitors

\* These courses may be offered as an online, self-study, or face to face training based on the State’s needs. A variety of formats are encouraged.

Note: When events are cancelled, with First Steps approval, the event must be scheduled a minimum of one additional time. All core trainers must be credentialed First Steps providers and meet all other requirements as written elsewhere in this RFP. Online, self-study trainings are to be available on an ongoing basis throughout the year. In addition, all training materials available to service providers will need to be available online, at all times.

1. **First Steps Newsletter**

The First Steps quarterly newsletter is designed to provide ongoing information and education to personnel in First Steps. The Respondent shall be responsible for providing content to inform First Steps personnel of updates regarding professional development, such as providing dates and details of upcoming trainings and/or conferences. Additionally, the Respondent shall provide at least two brief articles a year related to topical areas in the early intervention/early childhood space. See “Attachment M” for examples of past newsletters.

**Component 2: Tiered Technical Assistance**

The Respondent will be responsible for providing technical assistance in the three-tiered approach outlined below to System Points of Entry (SPOEs), agencies, and First Steps enrolled personnel.

The Tiered Levels of Technical Assistance (TA) is a three-tier approach to support early intervention programs and their personnel. The approach begins with high-quality universal TA and instruction available to all early intervention programs. Within the three tiers, programs are provided with supports and TA at increasing levels of intensity, based on their performance. These services may be provided by a variety of personnel, and in different modalities. Decisions about the intensity and duration of supports are based on individual programs, their needs, and their responses to the pace in achieving their desired outcomes. **Movement between the tiers is fluid and access to supports shall change as the performance of a program changes.** No matter what tiered level a program is placed in, programs may always access Tier 1 supports.

The Tiered Levels of Technical Assistance implementation includes the following essential components:

1. TA supports shall be delivered utilizing high-quality, research-based practices that align with Indiana’s early intervention policies and procedures including policies, procedures, and guidance provided by the federal Office of Special Education Programs (OSEP) and related federal technical assistance partners.
2. TA shall include facilitating programs’ ongoing self-assessments, monitoring programs’ progress and collecting information about a program’s ability to meet standards for providing early intervention services in Indiana and the outcomes of the children and families they serve.
3. Collected data shall be used when determining the allocation of TA supports, including the intensity, frequency, and type of support to be offered.
4. A multi-tier approach is used to efficiently differentiate support for programs. The model incorporates increasing intensities of research-based supports matched to program’s needs.

Each of the Tiered Levels of Technical Assistance is addressed below:

1. Tier 1 – Universal Supports (Meets the Requirements and Purposes of IDEA)
   1. Within Tier 1, all programs have access to and may receive high-quality universal TA and instruction using research-based supports. Supports include evaluating programs to identify their needs, program development, and group supports.
2. Tier 2 – Targeted Supports (Needs Assistance in Implementing the Requirements of IDEA)
   1. Within Tier 2, supports are provided to programs that do not meet the requirements of IDEA. These programs may be provided increasingly intensive supports to match their needs. These services and supports could be provided in small group settings or at the individual program level. Intensity varies across group size, frequency and duration of support, and level of training of the professionals providing instruction or intervention.
3. Tier 3 – Intensive Supports (Needs Intervention in Implementing the Requirements of IDEA)
   1. Within Tier 3, programs receive high-quality individualized, intensive supports when the program has longstanding (3 or more years of noncompliance) or significant noncompliance in implementing the requirements of IDEA. Individualized supports are typically delivered either face-to-face (including on-site, when requested) or through distance solutions, such as the use of video communication. Programs shall monitor the Corrective Action Plan issued by the State in order to confirm correction of findings and ensure compliance with IDEA and State policies and procedures.

**Component 3: Governor’s Interagency Coordinating Council (ICC) Coordination**

IDEA requires that each state establish a state Interagency Coordinating Council, appointed by the Governor of the state, for the purpose of advising and assisting the Lead Agency in the implementation of the Part C program.

1. The Professional Development System Respondent shall facilitate all meeting activities for monthly Executive Committee meetings, biennial strategic planning meetings, workgroup meetings, and member meetings, which shall include:
2. Arranging scheduled meetings 6 times per year
3. Handling all meeting logistics (meeting space, agenda, and lunch)
4. Leading strategic planning
5. Hosting a biennial strategic planning meeting
6. Communicating to all members
7. Staffing all meetings
8. Maintaining membership and documentation needed for appointment
9. Provide orientation to all new members
10. Facilitate ICC meeting discussions
11. Taking notes and minutes during the meetings
12. Ensuring the timely processing of payment of participant’s expense vouchers
13. Maintain and update the bylaws
14. Update and maintain handbook/orientation materials as directed
15. Support and assist committee chairs in their duties
16. Supporting the development of the annual Governor’s report
17. Posting meeting minutes and agenda at least one month prior to the next meeting
18. Providing necessary technology and meeting space
19. Meet all accessibility needs of participants
20. Ensuring live ASL interpretation services for all public meetings
21. Ensuring translation services for meeting minutes to Spanish and Burmese
22. The Professional Development System Respondent will assist the ICC and BCDS to access national technical assistance resources aimed at defining and improving their mission, scope, and function
23. Activities related to the ICC are to be completed on an ongoing basis. Payment to support the claims process is based on the Respondent’s ability to logistically schedule, arrange, and prepare for ICC Meetings or associated activities within the agreed upon timeframe.

**Component 4: General Contract Requirements**

1. **Fiscal Administration**
   1. The Professional Development System Coordination Vendor is the fiscal agent and is responsible for any subcontracting (or providing any sub-awards) as required to fulfill all the activities that support the services, training activities, and products identified by First Steps. The fiscal agent provides monthly utilization reports to collaborating entities and First Steps and develops protocols for all routine transactions related to fiscal management.
   2. The Professional Development System Coordination Vendor is responsible for all components of First Steps Programmatic Training including but not limited to, hiring personnel needed to carry out the Scope of Work, fiscal management for the provision of training development, management, and implementation, recruitment of and contracting with trainers, securing training locations, contract reporting, and claims submission.
   3. The Professional Development System Coordination Vendor is responsible for fiscal administration for the Interagency Coordinating Council (ICC).

Administrative/Indirect Costs may not exceed 5% of the total contract amount.

1. **Staffing**

The Professional Development System Respondent shall employ the staff positions listed below. These staff may work on-site or virtually; however, all staff shall be expected to travel as required by BCDS. In addition, the Respondent shall provide the resumes for the staff positions outlined below which shall be approved by BCDS.

1. **Training Coordinator**

The Respondent will identify and hire a training coordinator who will serve as a liaison for the fiscal agent and communicate directly with Bureau of Child Development Services (BCDS) staff. The training coordinator will supervise associate trainers and facilitators and hire additional trainers and speakers on an as needed basis. The training coordinator is responsible for submission of required monthly and quarterly reports to support the Respondent’s claims. The training coordinator will also be responsible for the duties as assigned below:

* + 1. Remain current on federal and state IDEA/Part C updates and communicating updates and information.
    2. Ensure that the training coordinator is versed and competent on adult learning styles, differentiated learning styles, and universal design for learning (UDL)
    3. Ensure all trainings, webinars, events etc. are accessible and offer accommodations and interpreter services for the attendee as required by ADA.
    4. Submit monthly documentation of activities and progress thereof, including conference planning, in-person workshops and trainings, online modules development, and webinar facilitation to support the claims payment process.
    5. Provide “Certificates of Course Completion” for participants for all trainings offered. Certificates of Course Completion” must include the title of professional development training, alignment with the Division of Early Childhood (DEC) Recommended Practice competencies, credentialing hours, date, and participant’s name. Certificates may be emailed to the participant.
    6. Submit quarterly reports summarizing training evaluations and include all participant comments to First Steps, to support the claims payment process.
    7. Meet with the Bureau of Child Development (BCDS) state team representatives on a regular quarterly basis to review status of project strands, share updates, problem solve so that each partner has clear expectations to manage and meet, report on training and technical assistance activities
    8. Maintain, modify, and revise existing curriculum and/or develop curricula to reflect federal and state legislative updates, the latest research, and best practices in early intervention.
    9. Work directly with the BCDS and Quality Review vendor to identify statewide and regional training needs.
    10. Develop and offer a variety of modes of training, such as in-person, large and small group trainings, webinars, etc. (respondents are encouraged to offer a variety of formats).
    11. Network and communicate with local and national institutions for higher education, early childhood technical assistance centers, professional associations including University Centers for Excellence in Developmental Disabilities (UCEDD) to understand and incorporate current research and national trends in early intervention and be able to train Indiana First Steps personnel within best practices.
    12. Attend national conferences related to early intervention and early childhood special education including but not limited to, the Office of Special Education Programs (OSEP), Zero to Three, Division of Early Childhood of the Council for Exceptional Children. All conference attendance requests must be reviewed and approved by BCDS.
    13. Submit monthly reports to First Steps on technical assistance and support provided to service coordinators and their supervisors, agencies and their providers, and State, to support the claims payment process.
    14. Report quarterly on the continued availability of trainers through the utilization of the train the trainer model, to support the claims payment process. The lead coordinator will facilitate the train the trainer model for all core training by building a network of regional trainers (including service coordinator supervisors) in order to support and maintain training capacity at the regional level
    15. Collaborate with the BCDS team and IN EIHub Learning Management Team to maintain and update all trainings and resources as related to personnel professional development.
    16. Coordinate multiple training sites and event details such as, location, dates, times, directions/parking, marketing of event, materials and alternative learning modes to address regional training needs throughout the state.

1. **Technical Assistance Coordinator**

The Respondent will employ a Technical Assistance Coordinator who will oversee the Tiered Technical Assistance and shall meet the qualifications outlined below:

1. The Technical Assistance Coordinator should have experience coordinating and/or providing technical assistance to programs and/or agencies that serve children with learning disabilities.
2. The Technical Assistance Coordinator shall have a comprehensive understanding of federal and State regulations, and national best practices as they relate to early childhood special education and remain knowledgeable and up to date on developments within the special education space.
3. The Technical Assistance Coordinator should have experience collaborating with a variety of system partners.
4. **Interagency Coordinating Council (ICC) Coordinator**

The Respondent will employ an ICC Coordinator who will oversee the ICC. The ICC Coordinator shall meet the following requirements:

1. The ICC Coordinator shall have experience with strategic planning and meeting facilitation for large groups, and Robert’s Rules of Order.
2. The ICC Coordinator may work on-site or virtually; however, they shall be required to attend all workgroup meetings in-person and travel as required by BCDS.
3. **Respondent Professional Development and Technical Assistance**

The Professional Development System Respondent will assist the ICC and BCDS to access national technical assistance resources aimed at defining and improving their mission, scope, and function. As part of this technical assistance, the Respondent will be responsible for attending various conferences and other professional development opportunities:

1. Respondent leadership shall attend the local Indiana Early Intervention Conference annually.
2. Respondent leadership shall attend a national early intervention conference annually.
3. The Respondent shall submit their annual professional development plan, including any conferences they plan to attend during the fiscal year for approval from BCDS.
4. Collaborate with Quality Review teams and BCDS to address any areas in need of technical assistance and support
5. **Partnerships between Institutions of Higher Education (IHE)**. Respondent will work with IHEs utilizing the Comprehensive System of Personnel Development framework from the Early Childhood Personnel Center ([www.ECPCta.org](http://www.ECPCta.org)) to build relationships and link to Indiana resources. Virtual convening will be used to provide status updates, share resources and information, and ensure a strong collaborative technical assistance process between all parties.
6. **Quality Assurance and Reporting**

To ensure that the State of Indiana is continuing to provide the highest quality of service to children and families enrolled in the First Steps Program, the Respondent shall participate in a Quarterly Business Review with BCDS to discuss the progress of the project and any challenges that arise. In advance of this Quarterly Business Review, the Contractor must submit a Quarterly Performance Report to the State Contract Manager and BCDS with a thorough performance analysis that details the following information, as relevant to the Contractor:

1. The Respondent shall provide a report to BCDS on all training activities provided as part of this Scope, including the following metrics:
   1. Number of trainings provided since last report
   2. Topics discussed during each training
   3. Number of people that attended each training
   4. Method used to evaluate the quality and effectiveness of each training
2. The Respondent shall also report on all technical assistance provided during each quarter.
3. The Respondent shall also report on the status of their budget as part of the Quarterly Performance Report. This shall include the following:
   1. Claims justification for the prior quarter
   2. Budget projections for the next quarter
4. The Respondent must detail how they shall ensure that their staff gain a comprehensive and holistic understanding of Indiana’s First Steps Program landscape, and how they shall continue to improve their knowledge base and understanding as the State undergoes any changes or shifts. The Contractor must also propose performance standards on how they shall measure the understanding and improvement of their employees.

In addition, the Respondent shall develop a satisfaction survey to be sent to all participants after the completion of each training. The Respondent shall collect, analyze, and report these results to BCDS on a quarterly basis.

1. **Implementation, Transition, and Contract Turnover**
   1. Initial Transition: The Respondent, in conjunction with BCDS, will ensure that the process of transition from the existing Contractor upon contract award, results in predictable, seamless transition where services continue to be delivered in a timely and accurate manner without degradation in service levels. The Respondent shall be responsible for developing an implementation plan for approval by BCDS within the first quarter following contract execution.
   2. End of Contract Transition (Contract Turnover): The Respondent recognizes that the service(s) to be performed under this Contract are vital to the State and must be continued without interruption and that, upon Contract expiration, a successor may continue them. The Respondent agrees to:
      1. Exercise its best efforts and cooperation to affect an orderly and efficient transition to a successor
      2. Transmit all completed and in-progress projects to BCDS
      3. Hold regular transition meetings to share information with the successor

The Respondent shall, upon the State's written notice, negotiate in good faith a plan with a successor to determine the nature and extent of phase-in, phase-out services required. The plan shall specify a date for transferring responsibilities for each division of work described in the plan and shall be subject to the State's approval. The Respondent shall provide sufficient experienced personnel during the phase-in, phase-out period to ensure that the services called for by this Contract are maintained at the required level of proficiency.

In aggregate, the State spends approximately $500,000.00. **Because this number is based on past usage and may fluctuate up or down, the State is not in a position to guarantee that future spending will be at these levels.** Nevertheless, this amount is provided as an aid to Respondents in responding to this RFP.

These figures are only an estimate and are not to be construed as an amount to be offered under this RFP. **However, when completing Minority and Women’s Business Enterprises Participation Plan Form (Attachment A), the Indiana Economic Impact Form (Attachment C) and IVBE Participation Plan Form (Attachment A1) please use the total bid amount from the Cost Proposal (Attachment D).**