

SECTION 1:

PROGRAM OVERVIEW FOR RFP # 2011 –EM- 9000

TITLE: Discovering Personal Genius

SECTION 1: BACKGROUND, NEED AND PURPOSE, STATEMENT OF WORK, AND REQUIRED PROPOSAL CONTENT

1. Background

The Florida Developmental Disabilities Council, Inc. (FDDC), also known as the "Council", a non-profit corporation organized pursuant Chapter 617, Florida Statutes, was authorized by Section 393.002 Florida Statutes, and Executive Order of the Governor (E.O. 95-478), empowered the Council to act as the "state designated agency" to administer the funds under Part B of the Developmental Disabilities Assistance and Bill of Rights Act (Public Law 106-402).

The administrative service provisions for the Council are found in federal regulations Office of Management and Budget (OMB) Circular A-110 and 45 Code of Federal Regulations (CFR) 74.

The developmental disabilities formula grant funds come from the U.S. Department of Health and Human Services (DHHS) and are administered by the Administration for Children and Families (ACF). Funds are authorized by P.L. 106-402: Developmental Disabilities Assistance and Bill of Rights Act of 2000, and are cited in 42 U.S.C. 6000, et. seq., as amended. Funds are made available to the states to be used for improving the quality, extent, and scope of the broad range of community services needed by persons with developmental disabilities. Priority is given to those persons whose needs are not otherwise met under the Individuals with Disabilities Education Act, the Rehabilitation Act of 1973, or other health, education, or welfare programs.

In accordance with the federal Developmental Disabilities Assistance and Bill of Rights Act, 42 U.S.C. s. 6001(8), developmental disabilities is defined as a severe, chronic disability of an individual which: A) is attributable to mental or physical impairment or combination of mental and physical impairments; B) is manifested before the person turns age twenty-two; C) is likely to continue indefinitely; D) results in substantial functional limitations in three or more of the following areas of major life activity --self-care, receptive and expressive language, learning, mobility, self-direction, capacity for independent living, and economic self-sufficiency; and E) reflects the person's need for a combination and sequence of special, interdisciplinary, or generic care, treatment, or other services which are of lifelong or extended duration and are individually planned and coordinated; except that such term, when applied to infants and young children means individuals from birth to age nine, inclusive, who have substantial developmental delay or specific congenital or acquired conditions, may be considered to have a developmental disability described above, if, without services and supports, they have high probability of meeting those criteria later in life.

2. Need and Purpose

The unemployment rate for individuals with significant disabilities remains above 25% in Florida. This includes individuals with various developmental disabilities, including autism and cerebral palsy. Customized Employment (CE) strategies, the tailoring of employment to an individual's specific needs, has emerged over the last decade building on the success of Supported Employment. These tactics are applicable to most employment seekers who do not fare well under comparative and competitive approaches to either evaluation or placement.

The Council has several projects that work to increase employment opportunities for individuals with developmental disabilities. The success of the Supported, Competitive, Integrated Employment Training Team (SCIETT) project has shown that dedicated "community action teams" can have a positive effect on the provision of supported employment/ customized employment services.

Project SEARCH has demonstrated that total emersion of students in an intensive training/work environment yields very positive opportunities for employment. In addition to fostering system change by changing attitudes of individuals at all levels.

All three of these issues and projects have shown unique success in their limited areas of exposure; however, combining these three projects in a seamless manner has the potential for real system change. The vehicle for this effort is Discovering Personal Genius (DPG). Discovering Personal Genius (DPG) is a process of assessment that guides the CE approach to employment development. It has been used successfully for transition-aged youth, as well as adults.

3. Statement of Work

This project is designed to work with 2 to 4 school districts across the state that have an active and stable Project SEARCH program and/or Supported Competitive Integrated Employment Training Team (SCIETT) in place to conduct Discovering Personal Genius (DPG) profiles on targeted high school students with developmental disabilities in secondary transition. The project provider will work with the school districts transition specialist to:

- Identify & train pertinent school district staff , Project 10 : Transition Education Network, on conducting a the discovering personal genius (DPG) vocational profile;
- Identify students who will be existing the school system and seeking employment as a post school outcome, to conduct an evaluation
- Refer student with a completed profile to the Project SEARCH program and/or SCIETT team, Vocational Rehabilitation or Agency for Persons with Disabilities representative(s) for additional supports/services to secure employment
- Provide ongoing technical assistance and training.
- Develop a resource guide for future project implementation

It is anticipated that this will be a three year project. The framework of the work listed below is flexible and what will be required for Year 1 of the project will be determined by the proposals received in response to the RFP. The work to be undertaken each subsequent year will be based on the availability of Council funds and the success or progress in meeting the project objectives during Year 1 and each subsequent year.

It is anticipated that Year 1 of the project will include, but not be limited to, the following activities:

1. Establish an advisory committee to provide guidance on project implementation
2. Market the project to recruit school districts with a Project SEARCH program and/or SCIETT teams interested in conducting DPG profiles
3. Develop a criteria to identify up to 4 school districts to train pertinent staff on conducting DPG vocational profiles.
4. Provide comprehensive training on implementing the DPG process with fidelity to the model.
5. Provide ongoing technical assistance & training to the school district staff working on the project, as the trained staff implements the DPG process.
6. Foster collaboration & partnership with the Project SEARCH and/or SCIETT teams, as well as respective representatives from the Division of Vocational Rehabilitation & the Agency for Persons with Disabilities to provide support and services for students who've completed the vocational profile in order for the student to secure employment at or above minimum wage.
7. Secure technical assistance & training from experts in the implementation of the DPG process (as needed).
8. Develop a community of learners among the targeted school districts, with the intent for trained staff to share experiences, support and learn from one another.
9. Market the project to recruit additional sites for year 2
10. Begin drafting a replication guide for subsequent sites

The intended outcomes for Year 1 of the project are:

- High schools in up to 4 school districts will be trained on conducting DPG vocational profiles and will receive technical assistance on implementing the process in order for targeted students to be referred to Project SEARCH programs, SCIETT teams, DVR or APD for appropriate supports and services to secure employment at or above minimum wage.
- A community of learners will be established to enable project participants share experiences, learn and support one another in the process.
- A replication guide will be drafted to aid implementation in future sites.

It is anticipated that Year 2 of the project will include, but not be limited to, the following activities:

1. Continue to work with the established advisory committee for guidance on project implementation.
2. Continue to provide technical assistance & training (as needed) to Year 1 sites, to ensure the DPG process is being implemented with fidelity to the model.
3. Select up to 4 new sites to expand the DPG training & implementation.
4. Continue to foster and develop the collaboration & partnerships with the Project SEARCH sites & SCIETT teams, as well as representatives from the Division of Vocational Rehabilitation & the Agency for Persons with Disabilities in each of the school districts participating in the project, to ensure students with a completed DPG vocational profile receive additional supports and services that leads to employment at or above minimum wage.
5. Continue to secure technical assistance & training from experts versed in the implementation of the DPG process.
6. Provide ongoing technical assistance & training to Year 2 school district staff working on the project as the trained staff implements the DPG process.
7. Ensure Year 2 sites participate in the community of learners network.
8. Finalize the replication guide based on feedback from Year 1 & 2 sites.

The intended outcomes for Year 2 of the project are:

- High schools in up to 8 school districts will be trained on conducting DPG vocational profiles and receive technical assistance on implementing the process in order for targeted students to be referred to Project SEARCH programs, SCIETT teams, DVR or APD for appropriate supports and services to secure employment at or above minimum wage.
- The community of learners will be further foster and developed to have project participants share experiences, learn and support one another in the process.
- A replication guide will be finalized to aid implementation in future sites.

It is anticipated that Year 3 of the project will include, but not be limited to, the following activities:

1. Continue to work with Year 1 & 2 sites to stabilize the process and build capacity within the established sites.
2. Expand the DPG process to target adults with developmental disabilities in adult day training programs in locations where Adult Project SEARCH programs are operational and stable. With completed vocational profiles, such individuals will be referred to the Project SEARCH program, APD, or VR for appropriate support and services to secure employment at or above minimum wage.

The intended outcomes for Year 3 of the project are:

- Technical assistance and training will be provided to the high schools in up to 8 school districts in conducting DPG vocational profiles to ensure stability and capacity building in each of the sites.
- After completing the DPG process, students will be referred to Project SEARCH programs, SCIETT teams, DVR or APD for appropriate supports and services to secure employment at or above minimum wage.

- The community of learners will be further fostered and developed to have project participants share experiences, learn and support one another in the process.
- The DPG process will be expanded to include adults with developmental disabilities in day training programs, who will ultimately be referred to the Adult Project SEARCH program, DVR or APD to receive additional supports and services that will lead to employment at or above minimum wage.

4. Required Proposal Content

Proposal content must respond to this RFP solicitation adequately and appropriately. This section provides required content for proposal(s) to be evaluated using the proposal evaluation criteria (Section 3 # 2).

A. Response to Need and Purpose

This section should provide a narrative that demonstrates the offeror understands the need for and purpose of the project, including the scope and complexity. The offeror should include any unique perspectives or insights concerning the issue of employment development for individuals with developmental disabilities utilizing targeted planning processes.

B. Description of the Objectives/Services to be provided

The proposal should also include the following:

1. A brief one paragraph description of the project.
2. A thorough plan (to include all funding years) for performing the functions as described in Section 1 # 3 Statement of Work. A narrative should be provided that describes how the offeror intends to perform the various activities projected to address the need and accomplish the purpose of the project. The narrative should reflect values that are consistent with the values and mission of the Council. For information on the Council's mission visit www.fddc.org.

Include a through description of how you will use the Discovering Personal Genius model in fulfilling the outcomes defined elsewhere in this document.

3. A detailed work plan (for Year 1) to chart the progress of the actions to be undertaken. For each major activity included in the work plan, the time frames for completion and the person(s) responsible should be identified.
4. An outline or list of the specific services to be provided for Year 1.
5. A list of measurable outcomes for Year 1.
6. A list of proposed deliverables that will be submitted to the Council for Year 1 of this project.
7. A proposed sustainability plan (i.e., describe how initiative will continue after Council funding; or, how what was learned will be utilized to sustain the initiative).

C. Description of Staffing

Offerors must provide a detailed description of staffing in their proposals. Below is a list of minimum requirements for this section of the RFP proposal:

1. A description of the staff who will be employed or contracted by the provider and their qualifications. Include resumes of the individuals proposed to work on the project. The resume shall include education, years of work experience, role and management responsibilities, licenses, certificates, and any relevant technical courses or training.
2. A synopsis of corporate or individual qualifications, indicating ability to manage and successfully complete the functions required in this proposal.
3. Any evaluations or descriptions of past or current projects similar to the functions of this proposal.
4. The offeror must demonstrate expertise and experience in the area of employment strategies for individuals with developmental disabilities and the detailed planning process to facilitate these strategies.

D. Description of Project Monitoring and Evaluation

This section should describe the system used to monitor and evaluate project implementation and effectiveness.

The description should include an explanation of:

1. how the provider will monitor the progress of the work and accomplishment of the outcomes;
2. how the provider will identify and address any project issues, problems or concerns, as they emerge; and
3. How the provider will evaluate the effectiveness of the project beginning in year one and subsequent years (should additional years of this project be funded, based on Council approval and the availability of funds).

E. Budget and Budget Narrative

In this section, offerors will include a proposed line item budget, accompanied by a detailed budget narrative, for each proposed funding year, using the format provided. The budget narrative must explain and demonstrate that each entry on the line item budget sheet is allowable, reasonable and necessary. For each proposed funding year, the budget and budget narrative must present a cost-effective funding level for achieving the purpose of the project. The form for submitting the budget may be found in Section 2 # 15 & 16. Allowable and non-allowable costs can be found in Section 6: Terms & Conditions, items 8-10.

F. References

Each proposal should contain three (3) references who can be contacted to obtain a recommendation concerning the provider's performance in providing services similar to those required by the RFP. A minimum of two references will be contacted. For providers with a history of contracting with the FDDC, one of the references will be the FDDC assessment of performance. A form for submitting the references and contact information may be found in Section 2 # 14 V.

G. Glossary of Terms

1. **Deliverables**- submission of information to document provision of services(e.g. workplans, curriculums, training materials and handouts, PowerPoints, advisory committee minutes, etc.)
2. **Evaluation**- an assessment mechanism to ensure the project is making progress
3. **Measurable Outcomes**- A statement that specifies in quantifiable and qualitative terms the outcomes to be achieved.
4. **Monitoring**- a mechanism to track progress of project activities

5. **Objectives-** Each objective is a description of what is anticipated to be achieved through the project.
6. **Services to be Provided-** a listing of the services that will be provided to successfully achieve project outcomes