SECTION 1

PROGRAM OVERVIEW FOR RFP #2012-CD-9400

TITLE: Universal Design for Learning through Technology

SECTION 1: BACKGROUND, NEED AND PURPOSE, STATEMENT OF WORK, SYSTEMS CHANGE, 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

Students with physical and cognitive disabilities often have difficulty keeping up with their nondisabled peers in general education classes due to lack of accessibility to the information. Universal Design for Learning allows all students to use technology to access information through ipads, itouches, smart boards and other innovative devices in order to experience learning together.

Unfortunately, in these tough economic times, most school districts don't have the money to purchase universal design technology to explore whether this would allow students with physical and cognitive disabilities to be more successfully included.

The Council included the purchase of Universal Design for Learning technology, to a limited extent, in our Implementing Universal Educational Practices Project. This project used ipads, smart boards and ipods in small and large group settings that allowed students with significant disabilities to access the curriculum along with their non-disabled peers. The inclusion specialist in St. Lucie County reports more students being included, teachers more willing to have the students with cognitive disabilities in their classes and the school district planning to spend more of their own technology money on Universal Design technology due to the successes the students in the participating classes have experienced through the pilot project using this technology.

3. Statement of Work

The goal of this project is to increase the number of students with developmental disabilities in inclusive, Pre-K – grade 12 general education classes by provide training and technical assistance to staff in the use of instructional technology and resources that support the use of universal design for learning.

FDDC will provide up to $50,000 each for two school districts (for a maximum of $100,000) to purchase classroom technology that will assist them to meaningfully include students with physical and cognitive disabilities in general education classes. The districts must submit a four year plan on how they would use the technology over the next four years to increase the inclusion of students with disabilities in general education classes. If awarded funds, the school districts must agree to use the equipment and report to FDDC for four years, beginning with the first contract year and continuing for three years afterwards, as to the continued use and progress on using the technology to foster inclusion in their school district. They must also submit a plan on maximizing the technology by using a feeder pattern through elementary, middle and high school in order to expand the reach of the technology.

Each interested school district must also include a signed letter of agreement with its technology department indicating they will provide supervision and collaboration to the grant through training and support with the Macintosh platform. Funding is limited to one year. The school district is welcome to apply for further funding in subsequent years.

Specifically, the selected school districts will:

- Implement this project in at least two schools in their district (preferably, the school districts will implement at an elementary, a middle, and a high school).
- Develop and utilize an advisory committee to provide input on the project. The advisory committee should include, at a minimum, the following representatives: FDDC Program Manager; one general education teacher; one ESE teacher; a district level school administrator; a school and district level technology specialist; a representative from the Florida Diagnostic Learning & Resource Services Center (FDLRS); a representative from the Florida Inclusion Network (FIN); a parent of a general education student; and a parent of a student with a significant developmental disability.
- Utilize at least 75% of the project funds to purchase Universal Design for Learning Technology (a combination of IPads, IPods, smart boards, or other universal technology equipment that would be used to foster inclusion of students with developmental disabilities into general education classes.
- Plan and implement training for teachers who will use the Universal Design for Learning Technology in the schools.
- Develop a detailed work plan that demonstrates how the school will use the technology to increase the inclusion of students with significant developmental disabilities (to include students with cognitive and physical disabilities) in general education classes.
- Utilize a feeder pattern to enhance the expanded use of technology throughout the elementary, middle, and high school years.
- Report least restrictive environment (LRE) data prior to the implementation of the project and LRE data after the completion of the project.

4. Systems Change

The Council has embraced a system change model called Route to Success which provides a foundation for Council planning and activities. Research has indicated that the following categories and activities have resulted in achieving the intended system change: Improving the Knowledge Base; Selecting Clear Social Strategies; Obtaining Stakeholder Involvement; Supporting Policy Entrepreneurs; and Using Unexpected Events.

It is important to remember that system change is a part of everything that the Council does; your response to this RFP must clearly show that you too are thinking about how your proposal is in line with changing a system. Because the Route to Success model is relevant to "system" in all its manifestations and "change" on the individual, local, state, and national scales, it can help you to focus your proposal to achieve improvements in a wide variety of systems. The model provides descriptors of kinds of activities that promote system change.

NOTE: As you prepare your proposal, make sure that you state clearly which of these areas best describes the majority of your project's work (there may be several) and that you write at least one objective directed at keeping track of the Route to Success activity in your project. This will ensure that your project focuses on system change and that you collect data about the success you are having.

Offerors can use this model in a number of ways. As you begin designing a potential project, the model can help you think about other groups or agencies that might care about the issues or who might already be working on the issue in some way. Who needs to know about the issue? Who might be a leader in this area? It can also help describe the outcomes of the work – the targeted audience knows more; the research showed that; the following groups committed to; this organization is serving as the leader. By thinking about these areas in advance, the offeror will be able to describe in measurable terms what the project plans to accomplish.

This model can also assist the offeror in thinking beyond this project – what might happen next to make system change more likely? While it isn't the case that the various activities need to be done in order, it appears that developing activity in each of the areas is more likely to result in systems change. So, for a project focused on improving the knowledge base, the model can help determine what a good next step might be or what kind of activity might build on the current work to promote system change.

There are many types of activities that make up the Route to Success model. Telling people about the problem or researching the problem (Improving the Knowledge Base); finding new responses to the problem (Selecting Social Strategies); finding and promoting the work of a leader in the area (Supporting Policy Entrepreneurs); and making sure that the people who are most affected by the problem are engaged in trying to solve it (Creating Stakeholder Will) are likely some of the areas in which you will be working.

- **Improving the Knowledge Base.** Projects that focus on the following kinds of activities are addressing the area of improving the knowledge base:
    - Identifying the specific problems; collecting data about population trends or unmet needs; identifying or examining potential solutions; best practices; or discovering the social determinants that exist
    - Disseminating the information or data gathered in a variety of formats, to a range of stakeholders

- **Selecting Clear Social Strategies.** Projects that focus efforts on the following types of activities are addressing the area of using clear social strategies:
    - Identifying the constraints around a particular course of action; documenting contributions (in terms of activities, support, resources) toward a particular cause; establishing clear, simple to understand goals; identifying and recruiting key players to the effort; developing a plan of action in which players; responsibilities, outcomes, and evaluation strategies are detailed; organizing institutional support for a cause of action; and celebrating the successes of particular efforts.
    - Establishing a need for a particular data set and then going about gathering data to address concerns or barriers
    - Sharing this information broadly, so that a range of stakeholders can become involved and informed
    - Building coalitions, formal or informal, to address a problem

- **Obtaining Stakeholder Involvement.** Projects that examine or seek to influence the climate in which a project is undertaken are directed at obtaining stakeholder involvement and creating the momentum within different stakeholder groups to take action. Such projects are often engaged in some or all of the following:
    - Identifying stakeholders involved with the project/problem/solution; describing how this problem with this population relates to other problems with other populations; connecting this particular problem with greater, more broadly experienced problems; building on already existing or already successful efforts of others; analyzing the complexity, difficulty, or urgency of the problem
    - Bringing like stakeholders together to share experiences and ideas and build an action strategy
    - Bringing different stakeholders together to foster coordination and collaboration among them
    - Developing common content so that all stakeholders can be part of building the same case for change

- **Supporting Policy Entrepreneurs.** Policy entrepreneurs are those people who become champions of a cause. They are willing to take a public stand about the importance of an issue or a possible solution to a problem. While the projects don't necessarily have to have a policy entrepreneur, those that have them can use and celebrate them.

- **Using Unexpected Events.** Projects cannot anticipate the occurrence of such events; by definition they are unpredictable or accidental. However, projects must be prepared and ready to seize opportunities that these unexpected events offer. Sometimes the event celebrates a wonderful new step toward a goal; sometimes the event highlights a crisis or a terrible problem for the service system. In either case, these unanticipated opportunities should be seized for the additional momentum they may give.

5. Required Proposal Content

Proposal content must respond to the 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 Universal Design for Learning, technology and inclusion.

B. Description of How Project Will Address the Route to Success System Change Model

This section should provide a narrative description of what areas of the Route to Success model this project will address and how. The description should demonstrate that the offeror understands how this project fits into a broader system change effort.

C. Description of the Objectives/Services to be Provided

The proposal should include the following:

1. A brief, one paragraph description of the overall project.

2. A thorough description of the offeror's plan for performing the functions as described in Section 1 #3, Statement of Work.
   The narrative should describe how the offeror intends to perform the various activities projected to address the need and accomplish the purpose of the project. The narrative should include how the provider plans to use the technology to ensure students who are successfully included in one grade have the opportunity to continue using the technology in future grades (e.g., designating a teacher in each grade to use the technology). The narrative should also reflect values that are consistent with the values and mission of the Council. For information on the Council's mission, visit www.fddc.org.

3. A detailed work plan to chart the progress of actions to be undertaken in Year 1 of the project. Please include each major activity, the time frames for completion, and the person(s) responsible for the activity.

4. An outline of the specific services to be provided for Year 1 of the project.

5. A discussion of how the project will reach traditionally un- and underserved populations. At a minimum, the proposal should discuss how **either Hispanic or rural communities** will be addressed. You may include additional discussion of other traditionally un- and underserved groups. For information on opportunities to identify un- and underserved populations, you may review the FDDC Communication Guide for Addressing Public Awareness found on www.fddc.org.

6. A list of measurable outcomes for Year 1, including but not limited to: 1) The number of students with developmental disabilities meaningfully participating in general education classes through the use of universal design and technology; 2) Number of educators who demonstrate an increase in their instructional technology capacity and include more students with developmental disabilities in general education classes through the use of universally designed instructional technology and resources.

7. A list of proposed deliverables to be submitted to the Council to document work completed for Year 1 of the project. See Section G, Glossary of Terms.

8. A proposed sustainability plan for the project, to include the four years following the funding year and how you will report continued progress after funding ends. For example, describe how the initiative will continue after Council funding; or, how what was learned from the project will be utilized to sustain or further the initiative.

D. Description of Staffing

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

1. A description of the staff who will be employed or contracted by the provider and their qualifications. Please include resumes of the individuals proposed to work on the project. The resume should 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 the 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 Universal Design for Learning, technology and inclusion.

E. Description of Project Monitoring and Evaluation

This section should describe the system used to monitor and evaluate project implementation and effectiveness. The offeror should also provide strategies to collect supporting data and evaluate progress in the selected area(s) of the Route to Success systems change model. The description should include an explanation of the following:

1. How the provider will monitor the progress of the work and accomplishments of the outcomes;
2. How the provider will identify and address and project issues, problems, or concerns as they emerge; and
3. How the provider will evaluate the effectiveness of the project for Year 1 and subsequent years, in order to retain the technology to continue to use it for inclusive purposes.
4. How pre and post data on the number of students included in general education classes is effected by the use of universal design for learning through the use of technology.

F. Budget and Budget Narrative

In this section, the offeror must include a proposed line item budget for Year 1 of the project, accompanied by a detailed budget narrative. The offeror must use the budget format provided (Section 5, Form #4). The budget narrative should explain and demonstrate that each entry on the line item budget is allowable, reasonable, and necessary. It must also include adequate and allowable match funds (See Section 6, #1 for further discussion of match). **The funds requested from FDDC must remain within the identified range of available funding set forth in Section 6, #1.** The budget and budget narrative must present a cost-effective funding level for achieving the purpose of the project. Allowable and non-allowable costs can be found in Section 6, #8-10. All proposed budget items and amounts are subject to final approval during contract negotiations.

A match requirement of not less than 33% of the total project costs is required in each proposal. Grantees must match $1 for every $3 requested to reach a 33% match of the total approved cost of the project. Documentation of 33% match of project expenses must be maintained. The match requirement may be satisfied by values placed on in-kind contributions or through grantee-incurred costs, or by a combination of the two. Not more than 5% of said Match requirement shall be volunteer time of individuals who are not grantee employees. Costs paid by other federal grants may not be used for match. The match must fund activities directly related to the project. Indirect cost is calculated on and cannot exceed ten percent (10%) of total salary and fringe benefits. *Note: To calculate the match share for the 33% required match, divide the amount of your request by three. Then, to calculate the total grant amount, combine the one-third figure with the dollars requested (i.e., funds requested $10,000 divide by 3 = match amount of $3,333.33. $10,000+$3,333.33 =total project cost of $13,333.33).*

G. References

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

H. Glossary of Terms

Deliverables – submission of information to document provision of service (e.g., work plans, curriculums, training materials and handouts, PowerPoint presentations, advisory committee minutes, etc.)

Evaluation – an assessment mechanism to ensure the project is making progress.

Measurable outcome – a statement that specifies in quantifiable and qualitative terms the outcomes to be achieved.

Monitoring – a mechanism to track progress of project activities.

Objectives – a description of what is anticipated to be achieved through the project.

Services to be Provided – a listing of the specific activities that will be provided to successfully achieve the project outcomes.