

Request for Bids #2026-BH-9600

Title: Training First Responders

This is a request for bids to conduct an environmental scan of training academies, academic, and technical training programs that administer training to first responders (i.e., law enforcement officers and emergency medical services personnel) to determine the amount and type of data on individuals with intellectual and developmental disabilities (I/DD) that is included in their curriculum. The scope of work also requires the provider to adapt the existing FDDC training curriculum for the academies, academic and technical training programs' curriculums; and to disseminate the existing FDDC curriculum to first responder personnel. Included in this request for bids is information related to the projects' full Scope of Work and how the bid information must be submitted.

Date of Release: June 16, 2026

Due Date: Electronic bids will be accepted until 4:00 pm EDT on Thursday, July 16, 2026.

All submissions must be marked with Request for Bid #2026-BH-9600. Please allow enough time to upload your bid into the FDDC's Dropbox. Depending upon the size of the bid, it may take additional time to upload. Any bids received after the date and time set forth above will be considered unresponsive and will not be considered by FDDC.

Bids shall be electronically submitted via FDDC's Dropbox at <https://www.dropbox.com/request/q8uz74ylx8owcg3h187o>

Contact: Questions regarding the requirements of the Request for Bids for the Training First Responders project may be emailed to proposal@fdde.org and must be received by 4:00 pm EDT on Thursday, June 25, 2026.

QUESTIONS ARE TO BE SUBMITTED IN WRITTEN FORMAT ONLY. THIS IS A LEGAL PROCESS AND WE CANNOT ANSWER QUESTIONS VERBALLY.

Answers to the questions received will be posted on the Council's website (www.fddc.org) by Wednesday, July 1, 2026.

Bid results will be posted on the FDDC website on Friday, July 31, 2026.

Protest Period: Any bidder who desires to protest either the content of this bid or the proposed ranking must do so in writing to proposal@fdde.org within the 72-hour protest period. FDDC Protest Procedures will be made available upon written request. The protest period is within 72 hours of the posting of the Request for Bids or the posting of the selected bidder.

Cone of Silence: For purposes of this solicitation, FDDC has established a solicitation silence policy (Cone of Silence) that prohibits oral and written communication regarding all formal solicitations for goods or services (formal proposals, Request for Proposals, Invitation for Proposals, Request for Bids) issued by the FDDC with the exception of the formal written questions that may be submitted as described above. The period commences from the date of advertisement until award of contract.

Applicable Laws and Regulations: All applicable Federal and State laws, county and municipal ordinances, orders, rules and regulations of all authorities having jurisdiction over the services to be provided shall apply to the bid/proposal throughout, and they will be deemed to be included in the contract the same as though they were written in full therein.

Funds Available: The Florida Developmental Disabilities Council, Inc. (FDDC) has set aside a maximum of **\$175,000** federal funds for a period not to exceed 12 months for fiscal support of this bid request. The award will remain firm for the contract period unless addendums to the scope of work are required by the funder.

Funding Source: 100% federal funds, CFDA #93.630 from the U.S. Department of Health & Human Services, Administration on Intellectual and Developmental Disabilities, through FDDC.

Ineligible Entities: Federal regulations limit and restrict the ability of individuals or entities debarred or suspended by a Federal Agency from doing business with, or contracting for the use of federal funds with, the Council. See 29 CFR, Part 98; 45 CFR, Part 76.

Background

A. Statement of Need

Co-occurring I/DD and mental health conditions often result in significant behaviors, which present a challenge to community inclusion and placement in less restrictive environments. The externalizing behaviors of these individuals frequently result in interactions with law enforcement, mobile crisis units, and hospital emergency room personnel. Often, these contacts result in high rates of both voluntary and involuntary placement in psychiatric units or facilities, or worse, in jails that are ill equipped to serve them. To address this concern, the FDDC prioritized the identification and implementation of effective practices to avert placement in unnecessary and restrictive settings (e.g., hospitals, institutions, and inpatient programs) and implemented a project designed to address training of first responders during their 2022–26 State Plan based on the Comprehensive Review and Analysis conducted in 2021 by the North Central Florida Health Planning Council dba WellFlorida Council.

In developing priorities for goals, objectives, and activities in 2025 for the FDDC 2027–31 State Plan, FDDC members identified educating first responders as a priority issue within the realm of “Behavioral Health and Challenging Behaviors” and developed a specific activity to address the need to further train first responders (i.e., law enforcement officers (LEOs) and emergency medical services (EMS) personnel).

Background on the Issue:

Between 2022 and 2026, the FDDC funded a project to develop a training curriculum for first responders. Two 2-hour training sessions were created and provided virtually: one for LEOs and one for EMS. The trainings were designed for personnel in these roles who will encounter, interact, and intervene with individuals with I/DD who have co-occurring mental health diagnoses and/or challenging behaviors. Training included content on recognizing and effectively communicating and interacting with these individuals, strategies for communicating verbally and through augmentative and alternative communication methods, the use of de-escalation strategies, behavior management techniques, and safe physical management considering physical limitations. Training was offered multiple times as pilots to gain feedback for improving the offerings. An asynchronous version of the training was also developed and housed on a Canvas site.

Subsequently, a train-the-trainer curriculum and training manual for supervisors/trainers to deliver training within their organization was created and piloted with LEOs and EMS. Data was collected on the first year of virtual training and on those trained in the pilot train-the-trainer. An asynchronous version of both trainings is now available.

In 2025, work was initiated to identify academic and technical training programs in criminal justice and emergency medical services offered in Florida training academies, technical colleges, state colleges, and universities that support knowledge of individuals with I/DD and a draft curriculum was developed. However, the work was not completed and is limited in scope.

The FDDC contracted with the North Central Florida Health Planning Council dba WellFlorida Council in 2024 to conduct a new Comprehensive Review and Analysis (CRA) of statewide and national data regarding issues facing individuals with intellectual and developmental disabilities (I/DD) and their families/caregivers. Primary sources that were used to gather information included focus groups, surveys, and key stakeholder interviews. Government reports, agency websites, and research articles served as secondary sources. FDDC members used the CRA findings to identify priority areas for their next state plan. The area of Behavioral Health and Challenging Behaviors was selected as a major priority area for the FDDC's 2027–2031 State Plan.

The FDDC's CRA findings for developing the 2027–31 State Plan reported newer and emerging research indicating that persons with I/DD may have higher incidences of mental health conditions and that challenging behaviors should no longer be attributed directly to a person's disability. Rather, research suggests that persons with I/DD can have co-occurring mental health conditions. Terminology shifts from labeling behavior as challenging or problematic to recognizing that the behavior often is a communication method (Lineberry, 2023). Self-reporting by 60 persons with I/DD and 39 representatives completing the 2024 CRA self-advocate assessment survey on their behalf (i.e., 99 total respondents) 27.3 percent (i.e., 27) also reported a mental health condition. Of the total 461 member/caregiver survey respondents, 15.4 percent (i.e., 71 respondents) reported their child had a mental health condition. Information collected from caregiver and family member focus group participants emphasized the need for supports to manage

behaviors. Behaviors were also reported among the reasons for unmet needs and barriers to services experienced by some family members/caregivers. Key themes ranked as priorities among all CRA information sources included “community support services, local services that keep persons with I/DD in their home and community,” with all but one of the seven information sources from the CRA also reflecting “co-occurring disabilities of persons with I/DD” as a priority. Additionally, persons with I/DD who have co-morbidities and/or co-occurring disabilities were identified as one of two population groups being notably unserved or underserved.

The concerns and needs identified for the priority area of “Behavioral Health and Challenging Behaviors” through the CRA led the FDDC to develop the following goal, objective, and activity for the 2027–31 State Plan, which support work to be conducted under this request for bids:

Goal 2: By September 30, 2031, individuals with intellectual and developmental disabilities (I/DD) and co-occurring behavioral health needs, including challenging behaviors, and their families will have increased availability of services and supports to manage their behaviors and allow them to maintain a safe quality of life in family homes and community settings.

Objective 2.2: By September 30, 2031, increased use of effective practices for individuals with I/DD and co-occurring behavioral health needs, including challenging behaviors, will decrease unnecessary interventions and the number of these individuals placed in restrictive settings (i.e., hospitals, institutions, and inpatient programs).

Key Activity 2.2.2: Develop and implement capacity building and assessment activities designed to increase statewide use of the Council’s First Responders Training and related resources by first responders, medical personnel, and mobile crisis units and evaluate their impact on individuals with I/DD and co-occurring behavioral health needs, including challenging behaviors.

B. Project Description

This project seeks to develop and implement capacity building and assessment activities designed to increase statewide use of the FDDC’s First Responders Training and related resources by law enforcement officers and emergency medical services personnel and evaluate their impact on individuals with I/DD and co-occurring behavioral health needs, including challenging behaviors.

The scope of work will include 1) convening and facilitating an advisory committee; 2) conducting an environmental scan to identify training academies, technical colleges, state colleges, and universities in Florida that offer certifications and/or degrees in criminal justice or emergency medical services; 3) interviewing individuals following the environmental scan to further discuss the current curriculum being offered to students that

support knowledge of individuals with I/DD; 4) adapting the existing FDDC training curriculum for students in training academies, technical colleges, state colleges, and universities in criminal justice and emergency medical services to be offered in academic and technical training programs; and, with FDDC staff support, 5) developing and implementing a dissemination plan for previously developed stand-alone LEO and EMS training to contribute to widespread adoption and sustainability; 6) reporting on any related trainings held during the current year; and 7) conducting follow-up on past trainings.

Sample content from previously developed materials have been included in Appendix A on Page 10. Full content, along with information on the previously established Training First Responders advisory committee, will be shared with the lowest and most responsive bidder selected upon successful contract execution.

Scope of Work to Be Provided

1. Identify academic and technical training programs in criminal justice and emergency medical services and reconstitute the previously established Training First Responders advisory committee to minimally include individuals with intellectual and developmental disabilities (I/DD); family members/caregivers; a representative from the Agency for Persons with Disabilities; Disability Rights Florida; Florida Department of Law Enforcement; and curriculum supervisors from Florida training academies, technical colleges, state colleges, and university programs with criminal justice and emergency medical services training programs.
 - a. Select advisory committee members with input from Council staff (Quarter 1).
 - b. Provide an updated list of advisory committee members to be approved by Council staff that includes name, contact information, affiliation/role on the advisory committee, and demographic information for all members (Quarter 1).
 - c. Facilitate four virtual advisory committee meetings with at least one held each reporting period (Quarters 1, 2, 3, 4).
 - d. Submit sign-in sheets, agendas, PowerPoints, and minutes or reports from each in-person advisory committee meeting with member input and recommendations; submit agendas, PowerPoints, and minutes or reports with attendance to include name, role/affiliation, and member input and recommendations from each virtual advisory committee meeting (Quarters 1, 2, 3, 4).
 - e. Conduct the FDDC social validity survey with the advisory committee members at the last meeting (Quarter 4).
2. Conduct an environmental scan to identify training academies, technical colleges, state colleges, and universities in Florida.
 - a. Review and update or create a survey and interview protocol to gather specific information about curriculum coverage of I/DD (Quarter 1).

- b. Obtain Institutional Review Board approval (Quarter 1).
- c. Distribute the surveys to each individual responsible for curriculum development at the identified training academies, technical colleges, state colleges, and universities in Florida that offer certifications and/or degrees in criminal justice or emergency medical services regarding curriculum coverage of I/DD (Quarter 1).
 - i. For a list of the Nonpublic Postsecondary Schools/Colleges, the following search tool is available on Florida's Department of Education website at <https://web02.fldoe.org/CIE/SearchSchools/SchoolSearch.aspx>. The search tool allows one to search by offered certifications and/or degrees in criminal justice or emergency medical services as well as by county.
 - ii. The following links provide a list of Florida's technical colleges, state colleges, and universities: Florida technical colleges, <https://www.fldoe.org/academics/career-adult-edu/dist-ps-instit.stml>; Florida College System colleges, <https://www.fldoe.org/schools/higher-ed/fl-college-system/about-us/colleges.stml>; Florida universities, <https://www.flbog.edu/universities/>.
 - iii. The following link provides a list of Criminal Justice Training Centers in Florida.

[FDLE - Criminal Justice Training Centers](#)
 - iv. The following link provides information about fire standards and training.

[Bureau of Fire Standards and Training | Florida's State Fire Marshal](#)
- d. Conduct interviews with individuals responsible for curriculum development at 2 training academies, 2 technical colleges, 2 state colleges, and 2 universities that offer training for law enforcement officials and emergency medical responders (Quarter 2).
- e. Submit draft environmental scan report with information from the surveys and interviews on the current curriculum coverage regarding I/DD in the identified programs (Quarter 2).
- f. Submit final environmental scan report (Quarter 3).

3. Develop a curriculum unit on I/DD to support knowledge of this population, frequent situations that result in interaction with law enforcement officers and

emergency medical responders, communication strategies, behavior management, sensory management, and proper physical handling.

- a. Review and update or develop draft curriculum for students in training academies, technical colleges, state colleges, and universities in criminal justice and emergency medical services academic and technical training programs (Quarter 3).
- b. Finalize curriculum for students in training academies, technical colleges, state colleges, and universities in criminal justice and emergency medical services academic and technical training programs (Quarter 4).
- c. Submit final curriculum (Quarter 4).

4. Develop and implement a dissemination plan for the previously developed stand-alone Law Enforcement Officer (LEO) and Emergency Medical Services (EMS) training to contribute to widespread adoption and sustainability; report on any related trainings held during the current year; and conduct follow-up on past trainings. Include individuals with I/DD and family members as training partners.

- a. Develop dissemination plan for previously developed LEO and EMS training (Quarter 1).
- b. Provide training as requested including individuals with I/DD and family members as training partners (Quarters 2, 3, 4).
- c. Analyze data collected on demographics, knowledge gained, confidence level interacting with people with I/DD (Quarter 4).

5. Council Programmatic Requirements

- a. Complete and submit quarterly deliverables to include an updated work plan each deliverable period (Quarters 1, 2, 3, 4).
- b. Participate in regularly scheduled meetings with program staff (Quarters 1, 2, 3, 4).
- c. Complete and submit an Executive Summary that provides all components set forth in the contract/agreement (e.g., overview of major activities, outputs, outcomes, summary and analysis of data, recommendations for future action) (Quarter 4).

Time frame

The time frame for the work for the Training First Responder project is October 1, 2026, through September 30, 2027. Quarters are defined by the following dates: Quarter 1: October 1, 2026-December 31, 2026; Quarter 2: January 1, 2027-March 31, 2027; Quarter 3: April 1, 2027-June 30, 2027; and Quarter 4: July 1, 2027-September 30, 2027.

Bid Submission Instructions

Interested individuals must submit the following Bid Information by 4:00 pm EDT on Thursday, July 16, 2026.

- **The bid must include the following:**

- A signed Letter of Transmittal confirming that you understand the Scope of Work required; confirming that you will be able to perform all the work specified in the Scope

- of Work within the specified time frame; and providing your name, the name of your organization (if applicable), your address, phone number, email address, SAM Unique Entity ID (if available), and SAM.GOV registration status including expiration date or date registration was submitted.
- A completed Budget Request Form, which must include the requested FDDC budget funds, including FTE and/or hourly rate information for all personnel and/or consultants.
 - A narrative description of your experience in developing training for and delivering training to law enforcement and emergency medical services personnel. The narrative should also provide information about your work with community outreach, partner collaboration, meeting facilitation, and experience with people with I/DD. Include information about the personnel and/or consultants who will be engaged in implementing all facets of the Training First Responders project.
 - A completed Training First Responders Bid Work Plan Template to include Person(s) Responsible and Bidder's Qualifications to Deliver Planned Scope of Work and Services.
 - A sample of PowerPoint presentation with training notes, curriculum, and/or research report you have developed, preferably on this or a related topic.

Bid Selection

The lowest and most responsive bid will be selected contingent upon a Letter of Transmittal confirming that the bidder can (1) perform all the work outlined in the Scope of Work within the specified time frame, and (2) demonstrate responsiveness in meeting the minimum requirements described within this bid request as indicated through the narrative description, Training First Responders Bid Work Plan Template, and sample training curriculum and/or research report. The Council reserves the right to select the next lowest bid if the lowest bid is not found responsive in meeting the minimum requirements. The FDDC reserves the right to reject any or all bids. Verification of mandatory terms and conditions must be met prior to contract execution. No work shall begin until a contract is executed by the FDDC.

Minimum Requirements to Determine Responsiveness

- **Budget narrative:** Sufficiently supports reasonable, allowable, and necessary use of FDDC funds.
- **Collaboration with diverse participants:** Identifies experience in collaborating with and facilitating a wide variety of groups, including individuals with I/DD.
- **Community collaborations:** Identifies experience with outreach, partner collaboration, and meeting facilitation.
- **Research experience:** Demonstrates experience conducting literature reviews and environmental scans.
- **Evaluation experience:** Provides evidence of experience in program evaluation methods.
- **Training development experience:** Provides information about their history of developing curriculum and providing training in the field of I/DD to a wide variety of professionals.

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- **Organizational capacity:** Identifies sufficient and qualified staff and resources to fulfill the Scope of Work as prescribed in the work plan and/or narrative.
- **Product review:** Submits professionally written work product (e.g., PowerPoint presentation with training notes, curriculum, research report) that is related to the scope of work for this activity.

Appendix A

The Participant Handbook that was developed for the Training First Responders—Law Enforcement Officer Curriculum can be retrieved from the following Dropbox link:

<https://www.dropbox.com/scl/fi/yrw1aeg5bxy3kuvn0wtsv/LEO-Training-First-Responders-Participant-Handbook-Final.pdf?rlkey=k079pir5k449mcs0naoicct55&st=23wivyh7&dl=1>