

New Hampshire State Department of Education
Bureau of Student Support
101 Pleasant Street
Concord, New Hampshire 03301
January 8, 2019

REQUEST FOR PROPOSALS (RFP)
RFP # SPED-2019-3

Early Childhood Special Education Systems Development
Multi-tiered Professional Development Model

Deadline for Receipt of Proposals: 4:00pm, Friday, May 10, 2019

Proposal Inquiries: All questions about this Request for Proposals (RFP) should be submitted in writing by e-mail or fax (include your fax number) to:

Barbara Dauphinais
Bureau of Student Support
101 Pleasant Street
Concord, New Hampshire 03301
Fax: 603-271-1099
e-mail: Barbara.Dauphinais@doe.nh.gov

The deadline for receipt of inquiries is 4:00pm, Friday, April 12, 2019. The New Hampshire Department of Education (Department) will address written inquiries received by the deadline and if they are determined to be vital to the competitive bidding process, a written response will be sent no later than five (5) working days after the deadline. In addition, any modifications to the specifications contained in the RFP shall be made, in writing, by the Department immediately following the deadline for receipt of inquiries and no other changes will be entertained after that date. All questions and responses will be posted on the New Hampshire Department of Education website (www.education.nh.gov). Verbal agreement or instructions from any other source are not authorized or binding on the State of New Hampshire (State).

All advisory committees, individuals and organizations are encouraged to distribute this Request for Proposals (RFP) to any/all qualified individuals/organizations.

Grant Award:

The Department of Education (Department) expects to award a two (2) year contract effective July 1, 2019, or upon Governor & Council approval, whichever is later, through June 30, 2021 to the successful applicant. Unless there is a change in the plan requirements and/or services to be delivered, the cost for the contract shall not exceed \$125,000.00 annually or \$250,000.00 total for the two (2) year contract period. Based on the performance and identified ongoing need, the Department reserves the right to renew the contract for an additional two (2) years, not to exceed \$125,000.00 annually or \$250,000.00 for the additional two years.

Purpose and Priorities:

The Department is seeking proposals from individuals, agencies, or organizations (hereafter referred to as applicant(s)) to work in conjunction with the New Hampshire Department of Education (Department), Bureau of Student Support (Bureau) to develop and implement a statewide professional development system designed to: 1) promote smooth and effective transitions from Family-centered Early Supports and Services to preschool special education and 2) build district's capacity to improve services, supports and

programming for preschool children with disabilities. This professional development system will support these priorities at the universal, targeted and intensive levels. The system will strive to build local capacity to implement sustainable changes that enhance services, supports and programming for preschool children with disabilities. The successful proposal will include a focus on infrastructure development and compliance as well as implementation with fidelity of evidence based practices to improve results for all New Hampshire preschool children with disabilities. The professional development model will be designed using implementation science and adult learning methods and strategies to:

- Be grounded in the tenants of implementation science, including:
 - Incorporate the four phases of implementation
 - Focus on readiness and sustainability
 - Integrate the active implementation drivers: Competency, Organization and Leadership
 - Promote effective teams for implementation
 - Embed data and data-driven decision making throughout the work
 - Actively engage the improvement cycles to inform the work and report quarterly to the Bureau on accomplishments and challenges.
- Utilize the “Supporting Children with Disabilities: A Guide to Understanding Early Childhood Special Education Systems,” the “Supporting Children with Disabilities: A Guide to Working Together for School Districts and Community Preschool Programs” and the “Transition from Family-Centered Early Supports and Services: A Guide for Families and Staff.” <https://race2k.org>
- Provide a timeline for each year of the project that includes when goals and objectives will be accomplished, and when all activities will begin and end. This timeline must include the activities that will be implemented, the resources that will be used to implement them, and the expected outcome(s) of each activity. All documents used in technical assistance activities must be submitted to the Bureau Administrator prior to dissemination. All documents created shall be the property of the Bureau of Student Support.

This project will support the Bureau of Student Support in meeting the legislative mandate to provide technical assistance based on the following:

- RSA 186-C III ~ the Department shall provide technical assistance and information to the school districts so that the districts may effectively and efficiently identify, clarify and address responsibilities under State and federal special education laws. Whenever technical assistance of a specialized nature, beyond that available in the Department is required, the Department shall assume a leadership role in identifying sources of such assistance in other State agencies, the federal government, volunteer services or the private sector.
- CFR 34 §300.704 (4)(i) State level activities: for support and direct services, including technical assistance, personnel preparation, and professional development and training.

1.0 Minimum Requirements:

In order to be considered for funding, a proposal must include evidence of the following minimum requirements:

- 1.1 Demonstrate expertise with the use of the “Supporting Children with Disabilities: A Guide to Understanding Early Childhood Special Education Systems,” the “Supporting Children with Disabilities: A Guide to Working Together for School Districts and Community Preschool Programs” and the “Transition from Family-Centered Early Supports and Services: A Guide for Families and Staff.”

- 1.2 Show evidence of the ability to work with representatives from State agencies, partner organizations, providers, OSEP funded TA Centers, and other stakeholders.
- 1.3 Provide examples of effective communication skills (oral and written).
- 1.4 Demonstrate expertise in facilitation and the provision of professional development based on adult learning methods and strategies.
- 1.5 Demonstrate expertise and knowledge in early childhood development, special education, Family-centered Early Supports and Services, preschool special education program development and implementation science.
- 1.6 Evidence knowledge of Federal and State student confidentiality regarding The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) and the NHRSA 193 –E:5 Unique Pupil Identification.
- 1.7 Demonstrate fiscal management capacity including the requesting of funds from the Department as well as oversight and dissemination of resources (fiscal and other) to project participants (including staff).

2.0 Services to be provided:

Develop and implement a statewide multi-tiered professional development system designed to: 1) promote smooth and effective transitions from Family-centered Early Supports and Services and 2) improve services, supports and programming for preschool children with disabilities that includes at least the following:

- 2.1 Transitions from Family-centered Early Supports & Services to preschool special education
 - 2.1.1 Convene meetings at least bi-annually (every 2 years) between Area Agencies responsible for Family-Supported Early Supports & Services and receiving districts to:
 - 2.1.1.1 Promote shared understanding of each systems roles and responsibilities
 - 2.1.1.2 Ensure signed agreements regarding responsibilities are consistent with current State and Federal policies, procedures and practices
 - 2.1.1.3 Promote family voice within the transition process
 - 2.1.2 Provide technical assistance to local school districts regarding early transitions, especially districts with untimely transitions
 - 2.1.2.1 Explore potential root causes for delays
 - 2.1.2.2 Help districts develop systems for documenting the transition process, including reasons for delays
 - 2.1.3 Support the NHDOE with the early transition data analysis and reporting
 - 2.1.4 Provide a universally available training module to promote smooth and effective early transitions
 - 2.1.5 Support state-level coordination between Part C and Section 619
- 2.2 Services, supports and programming for preschool children with disabilities
 - 2.2.1 Provide tools and strategies to help school administrators better understand and examine their district's system for providing services to preschool aged children with disabilities.
 - 2.2.2 Develop and implement professional development strategies for school district staff to engage in a process to examine and improve:
 - 2.2.2.1 District operated preschool classrooms, services and systems
 - 2.2.2.2 Community-based preschool classrooms, services and systems
 - 2.2.2.3 Parent choice in program placement

- 2.2.3 Promote cross district collaboration to identify challenges and opportunities and learn from each other in their efforts to operate quality early childhood and early childhood special education programs.
- 2.2.4 Facilitate a series of opportunities for teachers, related service personnel and others involved in school district preschool classrooms to share strategies, ideas and activities that help support quality early childhood and early childhood special education programs.
- 2.2.5 Facilitate a series of opportunities for non- school district early childhood personnel (child care, Head Start, etc.) to share strategies, ideas and activities that help support quality programs for children with disabilities.
- 2.2.6 Create and maintain a repository of resources and information from districts and programs across the State that promote services, supports and programming for preschool children with disabilities. This will be compatible with the NHDOE website.
- 2.2.7 As directed by the Bureau, coordinate with other state initiatives that impact preschool special education.

3.0 REPORTING

The successful individual/organization shall provide the Department reports that detail the technical assistance activities provided and the data documenting the results of these activities. One, or more, of the following reports may be required by the Bureau of Student Support Administrator:

- 3.1 Monthly Reporting: Reports to be submitted with each invoice requesting payment will outline activities conducted and how the project met the purpose and priorities of the project.
- 3.2 Mid-Year and Annual Report: Report detailing the accomplishments and challenges of the project, within 30 days of the end of each project year. The first report will include strategies for improvement.
- 3.3 Final Report: The final report will include a comprehensive overview of the entire project. The Annual Reports will be posted on the Department's website. These reports should tell the story of changes made in local systems and how this work is making a difference.

4.0 CONFLICTS OF INTEREST

The successful individual(s)/organization will inform the Department of any conflicts of interest (appearance of, or actual) prior to accepting the contract or while engaged in the contract.

5.0 TERMS & CONDITION

- 5.1 The Department shall not be responsible for or pay any costs incurred by the bidder in the preparation of the proposal submitted in response to this RFP.
- 5.2 The Department reserves the right to seek clarification of any information contained in a proposal submitted in response to this RFP.
- 5.3 The Department reserves the right to reject any and all proposals submitted in response to this RFP. In addition, the distribution of this RFP shall not commit the State to issue a contract.
- 5.4 If the Department chooses to award a contract in response to this RFP, the successful bidder shall be notified by letter. The Department shall then develop a contract for Governor and Council approval. The contract shall incorporate, by reference, all provisions of this RFP and the successful bidder's proposal. In preparing a contract with the successful bidder, the Department reserves the right to clarify any terms and conditions contained in the proposal.
- 5.5 Public announcements or news releases pertaining to the award of a contract shall not be made until approved by the Governor and Council.
- 5.6 The Department shall not be responsible for any work performed by the successful bidder prior to the effective date of a contract approved by Governor and Council.

- 5.7 All obligations of the Department, including the continuance of payments under an approved contract shall be contingent upon the availability and continued appropriation of State, federal or other funds and in no event shall the Department be liable for any payments in excess of such available appropriated funds. In the event of a reduction or termination of those funds, the Department shall have the right to withhold payment until such funds become available, if ever, and shall have the right to terminate or amend the contract immediately upon giving the contractor notice of such termination or amendment.
- 5.8 When delivering services under an approved contract, the contractor shall work under the broad supervision of the Department Contracting Officer for this project.
- 5.9 Unless otherwise deleted or modified by mutual agreement between the Department and the contractor, all general provisions contained within the Form P-37 (see **Attachment A**) shall be incorporated into the contract.
- 5.10 The Department expects to award a contract to the successful bidder. Unless there is a change in the program requirements and/or services to be delivered, the cost for this contract shall not exceed the amount bid in response to the **Services to be Provided** section of this RFP. The maximum contracted cost that will occur shall not exceed the amount bid in response to the **Services to be Provided** section of this RFP. The successful bidder will be required to provide the Department with the following information:
- A recent financial statement, and
 - A Certificate of Good Standing from the Secretary of State's Office
- In addition, the successful bidder will need to submit a Certificate of Authority authorizing the company to do business with the State of New Hampshire, Department of Education at the time the contract is signed.
- 5.11 **“Any information submitted as part of a bid in response to this request for proposal (RFP) (or request for bid (RFB) or request for information (RFI) may be subject to public disclosure under RSA 91-A. In addition, in accordance with RSA 9-F:1, any contract entered into as a result of this RFP (RFI, or RFB) will be made accessible to the public online via the website Transparent NH (<http://www.nh.gov/transparentnh/>). Accordingly, business financial information and proprietary information such as trade secrets, business and financials models and forecasts, and proprietary formulas may be exempt from public disclosure under RSA 91-A:5, IV. If you believe any information being submitted in response to a request for proposal, bid or information should be kept confidential as financial or proprietary information, you must specifically identify that information in a letter to the agency.”**
- 5.12 **Audit**
§200.501 Audit Requirements
 (a) *Audit required.* A non-Federal entity that expends \$750,000 or more during the non-Federal entity's fiscal year in Federal awards must have a single or program-specific audit conducted for that year in accordance with the provisions of this part.
 (b) *Single audit.* A non-Federal entity that expends \$750,000 or more during the non-Federal entity's fiscal year in Federal awards must have a single audit conducted in accordance with §200.514 Scope of Audit except when it elects to have a program-specific audit conducted in accordance with paragraph (c) of this section.
 (c) *Program-specific audit election.* When an auditee expends Federal awards under only one Federal program (excluding R&D) and the Federal program's statutes, regulations, or the terms and conditions of the Federal award do not require a financial statement audit of the auditee, the auditee may elect to have a program-specific audit conducted in accordance with §200.507 Program-specific Audits. A program-specific Audit may not be elected for R&D unless all of the Federal awards expended were received from the same Federal agency, or the same Federal agency and the same pass-through entity, and that Federal agency, or pass-through entity in the case of a subrecipient, approves in advance a program-specific audit.

(d) *Exemption when Federal awards expended are less than \$750,000.* A non-Federal entity that expends less than \$750,000 during the non-Federal entity's fiscal year in Federal awards is exempt from Federal audit requirements for that year, except as noted in §200.503 Relation to other audit requirements, but records must be available for review or audit by appropriate officials of the Federal agency, pass-through entity, and Government Accountability Office (GAO).

(e) *Federally Funded Research and Development Centers (FFRDC).* Management of an auditee that owns or operates a FFRDC may elect to treat the FFRDC as a separate entity for purposes of this part.

(f) *Subrecipients and Contractors.* An auditee may simultaneously be a recipient, a subrecipient, and a contractor. Federal awards expended as a recipient or a subrecipient are subject to audit under this part. The payments received for goods or services provided as a contractor are not Federal awards. Section §200.330 Subrecipient and contractor determinations sets forth the considerations in determining whether payments constitute a Federal award or a payment for goods or services provided as a contractor.

(g) *Compliance responsibility for contractors.* In most cases, the auditee's compliance responsibility for contractors is only to ensure that the procurement, receipt, and payment for goods and services comply with Federal statutes, regulations, and the terms and conditions of Federal awards. Federal award compliance requirements normally do not pass through to contractors. However, the auditee is responsible for ensuring compliance for procurement transactions which are structured such that the contractor is responsible for program compliance or the contractor's records must be reviewed to determine program compliance. Also, when these procurement transactions relate to a major program, the scope of the audit must include determining whether these transactions are in compliance with Federal statutes, regulations, and the terms and conditions of Federal awards.

(h) *For-profit subrecipient.* Since this part does not apply to for-profit subrecipients, the pass-through entity is responsible for establishing requirements, as necessary, to ensure compliance by for-profit subrecipients. The agreement with the for-profit subrecipient must describe applicable compliance requirements and the for-profit subrecipient's compliance responsibility. Methods to ensure compliance for Federal awards made to for-profit subrecipients may include pre-award audits, monitoring during the agreement, and post-award audits. See also §200.331 Requirements for Pass-Through Entities.

[78 FR 78608, Dec. 26, 2013, as amended at 79 FR 75887, Dec. 19, 2014]

5.13 Debarment and Suspension

Organization/Individual submitting a proposal will comply with the provision of the US Code of Federal Regulations 34 CFR 364 and the following US Circular if applicable: Office of Management and Budget (OBM) Circular A-110 "Uniform Administrative Non-Profit Organizations.

The bidder/offer or certifies, by submission of this proposal or acceptance of this contract, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency. It further agrees by submitting this proposal that it will include this clause without modification in all lower tier transactions, solicitations, proposals, contracts, and subcontracts. **Where the bidder/offer or/contractor or any lower tier participant is unable to certify to this statement, it shall attach an explanation to this solicitation/proposal.**

5.14 Copyrights

The Department reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish or otherwise use, and to authorize others to use, for Department of Education purposes:

- (a) The copyright in any work developed under a grant, subgrant, or contract under a grant or contract under a grant or subgrant; and
- (b) Any rights of copyright to which a grantee, subgrantee or a contractor purchases ownership with grant support.

6.0 LIMITATIONS ON AMOUNT AND CONTRACT PERIOD

The Department expects to award a two (2) year contract effective July 1, 2019, or upon Governor & Council approval, whichever is later, through June 30, 2021 to the successful applicant. Unless there is a change in the plan requirements and/or services to be delivered, the cost for the contract shall not exceed \$125,000.00 annually or \$250,000.00 total for the two (2) year contract period. Based on the performance and identified ongoing need, the Department reserves the right to renew the contract for an additional two (2) years, not to exceed \$125,000.00 or \$250,000.00 for the additional two years.

Funding for the Early Childhood Special Education Systems Development Multi-tiered Professional Development Model is 100% federal funds under State Grant-B, Individuals with Disabilities Education Act, CFDA #82.027.

7.0 EVALUATION PROCEDURES

7.1 An original and four (4) identical hard copies of a formal proposal must be received at the Department of Education no later than 4:00pm, Friday, May 10, 2019. Proposals received after this deadline will not be considered for review. Each application shall include a narrative or other directly relevant material as needed to address the areas described in 1.0 through 2.0 of this RFP. The original documents must be submitted unbound and in such a manner as to facilitate photocopying.

7.2 Proposals will be evaluated to determine if the applicant meets or exceeds the 1.0 Minimum Requirements has the ability to accomplish the 2.0 Services to be Provided and. This evaluation will be based on the applicant's ability to provide evidence of the following criteria:

7.2.1 Significance of Proposal: Description of applicant's capabilities to deliver the services, including a brief description of their personal experience and/or company's experience in developing and implementing a program of this type, to include references as applicable. Please identify the specific subsections of 1.0 as they are addressed (see 1.0 Minimum Requirements)(10 points);

7.2.2 Quality of Services: Describe how you will accomplish the Services to be Provided, including activities and strategies that will achieve the desired outcomes. Also identify roles, responsibilities and partners to be involved for the various activities/strategies. Please identify the subsection(s) of the Services to be Provided as you address them in your narrative (15 points);

7.2.3 Content knowledge, including but not limited to, knowledge and expertise to promote efforts build and implement a statewide multi-tiered professional development model to improve services, supports and programming for preschool children with disabilities and to promote smooth and effective transitions from Family-centered Early Supports and Services. (10 points);

7.2.4 Technical Skills, including but not limited to: data collection and analysis, adult learning strategies and effective technical assistance/professional development, coaching, mentoring facilitation and communication skills (10 points);

7.2.5 Management Plan: Provide a work-plan, timeline, milestones or benchmarks in accordance with the activities to carry out Services to be Provided (10 points);

7.2.6 Personnel and Partners: Provide a listing of the individuals who will have responsibilities within this proposed project, their titles, qualifications and duties, and the amount of time each will devote to the project. Identify key partners, describe their anticipated participation and provide documentation of their commitment (10 points);

7.2.7 Adequacy of Resources: Provide a detailed budget, including budget notes/justification, which clearly explains the relationship between proposed activities and expenditures. The budget should be broken down into the two (2) fiscal years: FY'20/FY'21 and not to exceed \$125,000.00 for each year. Indirect costs may not exceed 8 % (25 points)

7.2.8 Evaluation Plan: Describe your comprehensive plan for the evaluation of the proposed project's activities, effectiveness and impact (10 points).

7.3 In order to provide bidders with the opportunity to present a comprehensive response to this RFP, no page limit has been established. Applicants are reminded that successful applications are typically clear, concise, and well organized. It is strongly recommended that applications be organized around the elements listed in subsection 2.0 and further addressed in the information packet. Supplementary materials may be submitted as part of the application, however, these should be limited to items that substantively explain or expand upon information presented in the basic application. All supplementary materials should be referenced with the basic application. Four (4) sets of any supplementary material should be submitted.

7.4 Qualified applicants may be asked to provide the Department with additional written materials or documentation of qualifications, and may be asked to meet with Department Administrators or their designee to discuss their proposal.

7.5 Each bidder shall submit, along with the formal proposal, a completed/signed "Alternate W-9 Form" (see Attachment B).

7.6 Each bidder shall submit, along with the formal proposal, a completed/signed "Cover Page" (see Attachment C).

7.7 An original and four (4) identical copies of a formal proposal shall be submitted by 4:00pm, Friday, May 10, 2019, to:

Barbara Dauphinais
New Hampshire Department of Education
Bureau of Student Support
101 Pleasant Street
Concord, New Hampshire 03301

8.0 EVALUATION OF PROPOSALS

All proposals will be reviewed and rated by an evaluation team. The Department shall be under no obligation to contact bidders for clarification of their proposals, but it shall reserve the right to do so at any time prior to the award of the contract(s). All proposals received by the deadline will be evaluated based on the Evaluation Procedures outlined in this RFP.

The Department reserves the right to interview applicants with the highest average scores for their proposal, but the Department shall be under no obligation to interview applicants. If the Department conducts an interview, it will be done by a team who will develop structured questions and scoring criteria that will clarify the applicant's ability to fulfill this RFP. If the Department chooses to award contract(s) relative to this RFP, it shall be to the responsive and responsible bidders that receives the highest total rating as a result of the proposal evaluation and/or interview process.

Upon conclusion of final negotiations with the successful proposer, all proposers will be notified in writing of their status, upon final approval of a contract by Governor & Council.

9.0 Post Submission Deadline

After the submission deadline, the Department will post, on its website, the number of proposals that it received from vendors.

After the Department's review and selection of a vendor, it will post all vendor names and their rank or score five days prior to submission of the Governor and Council contract packet to the Department of Administrative Services.

A vendor questioning the Department's identification of the selected vendor may request that the Department review its selection process. The request shall be in writing and be submitted to the Department within five (5) business days of the posting of the bid results, rank or score. The Department has five (5) business days to review the request and issue a written response either affirming its initial selection of a vendor or cancelling the RFP. No hearing shall be held as part of the review. The outcome of the Department's review is not subject to appeal.

Enclosures:

Attachment A: P-37 Contract Form

Attachment B: ALT W-9 Form

Attachment C: Cover Page