



## **Office of Special Education and Early Intervention Services**

**TITLE:** Training and Technical Assistance For Family Involvement

**PURPOSE:** To create a comprehensive, integrated, responsive statewide system of support and information for parents and families of children with disabilities. This coordinated system will provide parents and families with accurate and timely information, resources and services; support parents and families in the application of effective collaboration and partnering; and will deliver systemic training to prepare parents and families to demonstrate leadership in their interactions with service providers and/or in positions of leadership on state, regional, and local decision-making committees. In addition, the project will partner with the Michigan Department of Education in conducting statewide surveys that collect data pertinent to family involvement.

**PROPOSAL DUE:** Original and eight (8) copies delivered to:  
Beth Horne, Office of Special Education and Early Intervention Services,  
2nd Floor, Hannah Building, 608 West Allegan Street, P. O. Box 30008, Lansing, Michigan  
48909, by **5:00 p.m. on Wednesday, May 10, 2006.**

**DATE OF ISSUE:** March 8, 2006

## SECTION I: General Information for the Bidder

If awarded this grant, I understand and agree to the following:

### I-A INTRODUCTION

Parent involvement is a critical element of both Part B and Part C of the Individuals with Disabilities Education Act (IDEA). The parents' role as members of decision-making teams and committee members in creating Individual Education Programs (IEPs) was established in 1975 by the Education for All Handicapped Children Act, now known as Individuals with Disabilities Education Act (IDEA). As part of the reauthorization of IDEA in 1997, Congress emphasized parents' rights and responsibilities as necessary ingredients for appropriate and individualized education programming and mandated that schools provide the opportunity for active parental participation in the decisions about the education of their children. When IDEA was reauthorized in 2004, parent responsibilities were emphasized.

The involvement of parents in the IEP process has many benefits such as improving the communication between parents and the school and increasing the school's understanding of the child and his/her environment. In addition, parent involvement increases the likelihood that mutually agreed upon educational goals will be attained. Benefits for family involvement during early intervention in the development of the IFSP (Individual Family Service Plan) are similar to those for the IEP, especially when parents are full and equal members of the *Early On*<sup>®</sup> team and are actively involved in creating the IFSP.

Parents of children with disabilities, many faced with very complex issues regarding their children, need support to be active participants in the education partnership planning required by IDEA as the special education and early intervention maze can often be overwhelming. In response to this need to support parents, the Michigan Department of Education (MDE), Office of Special Education and Early Intervention Services (OSE/EIS) has, over many years, provided ongoing funding support to a number of organizations so the organizations could provide information for and assistance to parents of children with disabilities.

In 2005, the OSE/EIS undertook a number of efforts to gain a better understanding of how their strategies regarding parent support should be shaped over time. One of the efforts was to collect and analyze quantitative and qualitative data from parents of children with disabilities. To reach as many parents as possible, focus groups were conducted throughout the state; in addition, parents were invited by letter to respond to a survey. The survey was posted on a variety of websites and distributed to family support and advocacy groups and networks. In addition, the OSE/EIS grantees conducted phone interviews with parents of children with disabilities.

Feedback from Michigan parents of children with disabilities obtained through the focus groups, surveys and telephone interviews revealed that some parents are satisfied with the services their children are receiving while other parents are concerned about a number of issues related to services. All of the parents had input into the types of support they believe are needed to be active participants in their children's education.

It is important to note that the parents who participated in the focus groups, surveys, and interviews represent a sample of parents “who commit significant effort to supporting their children with special needs by preparing for IFSP/IEP meetings, attending the meetings, and doing follow up to ensure that the plans that were developed are implemented.” Thus, their feedback on the training and parent support that worked for them and their recommendations for other training and support that is needed is credible. When asked what advice they would give a parent of a child with a disability who is just entering the system, they suggested that parents learn everything they could about their child’s condition, about the options and alternatives available for treatment, and about the special education and early intervention process. They also urged parents to find out where information and support is available for themselves and for their children and to find other parents of children with disabilities to assist them as a support network.

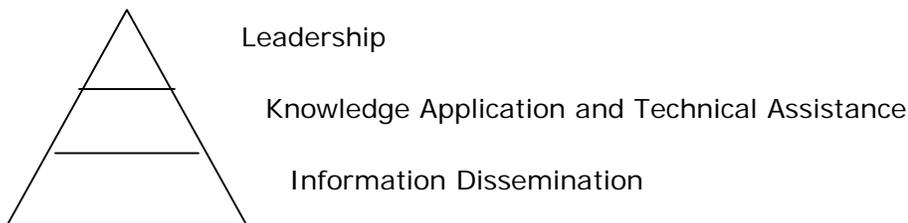
Further, the parents responding expressed the need to reach parents who are reluctant to participate in their children’s IFSP/IEP meetings due to one or more of the following reasons: communication problems and not understanding educational jargon; lack of understanding of the school or early intervention system; being intimidated by the education or early intervention system; insecurity due to lack of knowledge of the rights of their children; lack of knowledge of how to help their children; feelings of inferiority; language barriers; logistical problems; and other reasons.

Parents responding to the telephone interviews noted “a grave concern about the lack of leadership training.” These parents noted that parent leaders are being lost because the leadership training that was once available no longer exists. It was noted that while a few parents seem to know many of the resources in an area, it is vital to get more parents involved.

Summaries of the results of the focus groups, surveys, and telephone interviews are available on the Michigan Department of Education website at [http://www.michigan.gov/mde/0,1607,7-140-6530\\_6598\\_8391---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_6598_8391---,00.html)

### **Statewide Initiative for Family Involvement**

Based on state responsibilities and the information gained from the feedback from Michigan parents of children with disabilities, the OSE/EIS is now seeking proposals for a Statewide Initiative for Family Involvement that will address three critical aspects of the system as illustrated in the graphic below.



The successful bidder will be responsible for developing and implementing a statewide initiative that will:

- (1) serve as the source of relevant information regarding resources and services available for children with disabilities throughout the state;
- (2) include a training component to support parents' efforts to assist their children to prepare to lead independent and productive lives to the maximum extent possible; and
- (3) facilitate parent participation in leadership opportunities made available through community, local, regional, and state activities.

Prospective bidders should be aware that all states must report on a number of indicators that measure each state's progress in carrying out the mandates of IDEA. The U.S. Department of Education, Office for Special Education Programs USDOE/OSEP) requires all states to submit a State Performance Plan (SPP) that must be updated annually in the Annual Performance Report (APR). An indicator for the SPP/APR for Part B requires states to determine the "Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities". The Part C SPP/APR indicator requires states to determine the percent of families participating in Part C who report that early intervention services have helped the family: (a) know their rights; (b) effectively communicate their children's needs; and (c) help their children develop and learn.

To establish a baseline and to collect data to report on these indicators, the MDE plans to utilize parent surveys such as those created by the National Center on Special Education Accountability Monitoring (NCSEAM) and/or the Early Childhood Outcomes Center <http://www.fpg.unc.edu/~ECO/index.cfm> The selection and design of surveys to be used to address SPP/APR requirements for Part B and Part C will be implemented prior to submission of the 2007 Annual Performance Report. Results obtained from selected surveys will be used to influence the work of this project. See the Website [http://www.monitoringcenter.lsuhs.edu/parent\\_family\\_involvement.htm](http://www.monitoringcenter.lsuhs.edu/parent_family_involvement.htm) to see copies of the surveys.

## **I-B PROJECT PURPOSE**

The purpose of this grant is to create a comprehensive, integrated, responsive statewide system of support and information for parents and families of children with disabilities. This coordinated system will provide parents and families with accurate and timely information, resources and services; support parents and families in the application of effective collaboration and partnering; and will deliver systemic training to prepare parents and families to demonstrate leadership in their interactions with service providers and/or in positions of leadership on state, regional and local decision-making committees. In addition, the project will partner with the MDE in conducting statewide surveys that collect data pertinent to family involvement.

The proposed outcomes for the grant are:

**Information Outcomes**

- A. Information disseminated to parents of infants, toddlers, children and youth with disabilities will be relevant and accurate and will reflect research-based information.
- B. Parents, including those typically underserved, will be connected to organizations or resources that support their child's development and learning.

**Knowledge Application Outcomes**

- C. Parents will be active participants in the development and implementation of their child's IEP and/or IFSP.
- D. Parents will demonstrate the capacity to facilitate change for their children.

**Leadership Outcomes**

- E. Parents who serve as mentors and those in advisory roles critical to the *Early On* and special education system, namely parents who serve on the State Interagency Coordinating Council (SICC), the Special Education Advisory Committee (SEAC), Parent Advisory Committees (PACs), and Local Interagency Coordinating Councils (LICCs), will demonstrate an understanding of their roles and the application of leadership skills in these settings.
- F. Parents will be active participants in state, regional, and local systems change activities affecting policy and processes affecting children with disabilities.

**THE PRIORITY:**

This priority supports the establishment of a statewide initiative for Family Involvement. This INITIATIVE will provide parents of children with disabilities, including those families who are typically underserved, with the relevant information and assistance they need to enable them to participate effectively in helping their children with disabilities to meet identified developmental, academic achievement, and functional goals; and, support their efforts to assist their children to prepare to lead independent and productive lives, to the maximum extent possible.

This INITIATIVE will also facilitate parent participation in leadership opportunities made available through community, local, regional, and state activities.

**Clarification of the Priority:**

Funded under IDEA, this INITIATIVE will:

- (a) Establish a single service provider that will provide central information and parent-mentoring services in a minimum of 3 regions of the state (North, Central, South);
- (b) Serve parents/families of infants, toddlers, and children, from ages birth through 26, who have the full range of disabilities as described in section 602(3) of IDEA, including outreach to underserved parents/families who may be homeless, be ethnic minorities, have limited English proficiency, or other obstacles to participation.

- (c) Provide up-to-date, relevant information, technical assistance, and training, including leadership development, to meet the needs of parents of children with disabilities living in the geographic areas served;
- (d) Engage in collaborative planning with the MDE OSE/EIS to ensure that requirements of IDEA 2004 and the State Performance Plan (SPP)/Annual Performance Report (APR), and other general supervision responsibilities of the state are being met;
- (e) Coordinate the project's efforts and activities with other projects and agencies that support the needs of parents and families in Michigan to reduce the duplication of effort;
- (f) Implement project management and evaluation that facilitates databased decision making and increases programmatic efficiency and fiscal responsibility.

### **I-C ISSUING OFFICE**

This Request for Proposal (RFP) is issued for the State of Michigan by MDE, OSE/EIS. The OSE/EIS is the sole point of contact in the State for this RFP. All inquiries relating to this grant should be addressed to:

Sharon Dietrich or Monica Butler, Grant Managers  
Office of Special Education and Early Intervention Services  
2<sup>nd</sup> Floor, John Hannah Building  
P.O. Box 30008  
Lansing, MI 48909

### **I-D TYPE OF GRANT**

It is proposed that, if a grant is entered into as a result of this RFP, it will be a time and materials negotiated grant. Negotiations may be undertaken with the bidder who appears to be the most qualified, responsible, and capable of performing the work outlined in this RFP. The successful bidder will meet with the MDE, OSE/EIS to finalize all details of the grant award including any changes or modifications requested by the MDE. The initiative will be a component of the MDE's statewide plan for the implementation of IDEA and, as such, is subject to changes or modifications as directed by the MDE. Any equipment purchased is subject to the Education Department General Administrative Regulations (EDGAR) found in Appendix B. The grant that may be agreed upon will be the most advantageous to the State, price, and other factors considered. The State reserves the right to consider proposals and modifications thereof received at any time before the award is made, if such action is in the interest of the State.

### **I-E FUNDING**

The proposal will be awarded with Individuals with Disabilities Education Act (IDEA 2004) mandated activities funds. The total amount of this grant for the first year will not exceed \$300,000. Subsequent years, up to a total of five years, may be up to \$500,000 per year. The first project funding cycle is 12 months beginning October 1, 2006 and ending September 30, 2007.

#### **I-F PROJECT PERIOD**

The project will be awarded for up to five years contingent upon completion of an external performance evaluation after the first year as approved by the MDE, OSE/EIS. Continued funding will be contingent upon approval from the Superintendent of Public Instruction, availability of federal funds, and the successful implementation of project activities and outcomes.

#### **I-G ELIGIBLE APPLICANTS**

Eligible applicants include intermediate school districts, local education agencies, including public school academies, institutions of higher education, professional organizations, private profit and non-profit organizations, including parent and advocacy organizations, and others with demonstrated experience in providing the products and services specified in the RFP. All who plan to submit a proposal, must contact Beth Horne at (517) 373-2949 prior to the proposal due date of May 10, 2006 so that the appropriate number of peer review panelists can be secured.

#### **I-H RESPONSE DATE**

To be considered, proposals must arrive at the OSE/EIS as specified on the cover page of the RFP. Bidders mailing proposals should allow mail delivery time sufficient to ensure timely receipt of their proposals. Proposals which are received after the specified due date and time, regardless of the date of postmark receipt, cannot be considered and will be returned promptly to the bidder. Bidders are solely responsible for the timely arrival of proposals at the OSE/EIS. Late proposals and proposals submitted electronically or by facsimile will be returned to the applicant **without review**.

#### **I-I REJECTION OF PROPOSALS**

The MDE, OSE/EIS reserves the right to reject any and all proposals in whole or in part or to negotiate separately with any sources whatsoever to serve the best interests of the State. Additionally, past performance on other grants or other relevant factors will be considered when recommendations for the grant award are made to the Superintendent of Public Instruction.

#### **I-J PERFORMANCE REPORTING**

As a condition of receiving funding, the recipient will provide the MDE, OSE/EIS with progress reports describing the project's progress on the approved work plan. The MDE, OSE/EIS may place these progress reports on a website. Additional information needed to assist the state in meeting its federal reporting requirements for this program will also be required. Reports may be required by the MDE, OSE/EIS at any time. The MDE, OSE/EIS serves the right to suspend or terminate the grant program if there is a lack of progress.

## **I-K ACKNOWLEDGEMENT**

All hard copy and electronic publications including news releases, reports, films, brochures, CD-ROMs, videos, DVDs or any project material developed with funding from this grant must be approved by the MDE before dissemination. All products and materials must include the following statement:

*This document was produced through an IDEA Mandated Activities Grant titled, "Training and Technical Assistance For Family Involvement" awarded by the Michigan Department of Education. The opinions expressed herein do not necessarily reflect the position or policy of the Michigan State Board of Education and no endorsement is inferred. This document is in the public domain and may be copied for further distribution when proper credit is given. For further information or inquiries about this project, contact the Office of Special Education and Early Intervention Services, P.O. Box 30008, Lansing, Michigan 48909.*

## **I-L APPLICANT'S CONFERENCE**

A webinar has been scheduled to discuss and clarify with prospective applicants the work to be performed. Training webinars are designed to be interactive. Webinars are accessed from individual computers by logging into a session and viewing the PowerPoint slides related to the content being discussed. Prospective applicants will also be dialed into a conference call that runs simultaneously with the presentation. Additional webinar functionality can include the ability to ask questions online and also a verbal question and answer session for all the participants at the conclusion of the webinar. The webinar will be held on Monday, March 27, 2006 from 1:00pm to 3:00pm. To register for this webinar, please log into [https://psc.on.raindance.com/confmgr/event\\_description.jsp?title=Parent+RFP&type=regrequired&eventid=6183](https://psc.on.raindance.com/confmgr/event_description.jsp?title=Parent+RFP&type=regrequired&eventid=6183)

If you have program content questions, please contact the grant managers, Sharon Dietrich at (517) 335-0440 or Monica Butler at (517) 241-4518.

The OSE/EIS retains the right to modify this Request for Proposal (RFP), if it is necessary, to comply with laws or ensure a clearer understanding of its content. Any information that changes the content, funding amount or filing procedures will be posted on the MDE website and mailed only to persons who notify the MDE, OSE/EIS of their intent to submit a proposal.

## **I-M ADDENDUM**

In the event that it becomes necessary for the OSE/EIS to revise any objective in Section II, an addendum will be posted on the MDE website and provided in writing to all potential bidders who have notified the MDE, OSE/EIS of their intent to submit a proposal.

## **I-N ORAL PRESENTATION**

Bidders who submit a proposal may be required to make an oral presentation of their proposals to the MDE. These presentations provide an opportunity for bidders to clarify the proposal to insure thorough mutual understanding. The OSE/EIS will schedule these presentations, if required.

## **I-O PROPOSAL PREPARATION, FONT SIZE, AND PACKAGING**

The applicant should use the selection criteria as a guide in the development of the application narrative. The applicant must limit the application to the equivalent of 60 pages using the following standards:

- A "page" is 8.5" x 11", (on one side only) with one-inch margins (top, bottom, and sides).
- Double-space (no more than three lines per vertical inch) all text in the application narrative, including titles, headings, footnotes, quotations, references, and captions, as well as all text in charts, tables, figures, and graphs.
- Use a font that is either 12-point or larger or no smaller than 10-point (characters per inch).

The page limit does not apply to the cover sheet; the budget section, including the narrative budget justification; the assurances and certifications; or appended materials such as resumes, bibliography, references, or letters of support. All application pages must be securely stapled. Special bindings and binders should not be used. Applications submitted but not in accordance with application preparation instructions **will be returned without review.**

## **I-P GENERAL REQUIREMENTS**

The MDE, OSE/EIS encourages applicants to apply standards as required in IDEA. As such the applicant should demonstrate efforts to employ and/or advance in employment qualified individuals with disabilities in project activities (as described in section 606 of IDEA); and the applicants should also involve individuals with disabilities or parents of individuals with disabilities ages birth through 26 in planning, implementing, and evaluating the projects (see section 682(a)(1)(A) of IDEA).

## **I-Q APPLICABLE REGULATIONS**

- (a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 75, 77, 79, 80, 81, 82, 84, 85, 86, 97, 98, and 99; and
- (b) The selection criteria for this program are from 34 CFR 75.210.

## **SECTION II: Information Required from Bidder**

### **II-A COVER**

The cover page of the proposal must include: (1) the title of the grant; (2) the organization name and address; (3) the phrase "Authorized Negotiator," followed by the typed name, title, and phone number of the person authorized to negotiate the proposed Grant Agreement with the Department of Education; and (4) the phrase "Submitted with the assurance that this proposal will remain valid for at least sixty days from the due date, by:" followed by the signature, typed name and title, and date of signature of the person authorized to execute legally binding Grant Agreements with the State of Michigan. Bidders may list alternate negotiators in item (3) above.

### **II-B BUSINESS ORGANIZATION**

State the full name and address of the organization and, if applicable, the branch office or other subordinate element that will perform or assist in performing the work proposed. Indicate whether the organization operates as an individual, partnership, or corporation. If it is operated as a corporation, include the state in which it is incorporated. If appropriate, state whether it is licensed to operate in the State of Michigan.

### **II-C GRANT GOALS**

The Applicant MUST ADDRESS the following goals:

#### **Information Dissemination**

**Goal I:** Development of an information management and dissemination system using a variety of technology applications and methodologies to collect and disseminate information and materials that are relevant to the needs of parents and families of children with disabilities. The system should include:

- Guidelines that govern the INITIATIVE's obligations and responsibilities in disseminating information including protocols and processes that ensure relevancy, accuracy, utility, and accountability including:
  - a database of relevant information such as procedural safeguards, etc.;
  - a variety of formats to reach all parents;
  - use of variety of technology-based strategies that will provide parents and families with direct access to information from the grantee partner projects, MDE, OSE/EIS and a wide array of local and national resources;
  - a database of organizations, agencies, and services that will be used for referring families to statewide and local community resources;
  - a cross agency calendar of trainings available to parents and families;
  - strategies to coordinate information across collaborative partners and the MDE, OSE/EIS;

- linking and brokering services to other organizations for families of children with disabilities;
- processes that help eliminate duplication of information, services, and training;
- a system of outreach for underserved families, including families who may be homeless, ethnic minorities, have limited English proficiency, or other obstacles; and
- effective marketing strategies to promote the use of the project's information, training, and services.

Evaluation of this goal will include the extent to which those accessing the project's services report that:

- information about the availability of this source of information was widely available throughout Michigan;
- information they received regarding resources was accurate, relevant, and helpful; and
- they are able to understand the nature of their children's disabilities and their educational, developmental, and transitional needs as a result of information received.

### **Knowledge Application and Technical Assistance**

**Goal II:** Develop a statewide mentoring program for parents that includes:

- a parent training program that builds on the concepts of nationally recognized curriculum to assist parents with understanding and navigating the educational and early intervention systems, understanding and using data to facilitate development of appropriate educational and family service programs, knowing about all aspects of procedural safeguards and other pertinent information, and establishing collaborative partnerships with school and early intervention personnel;
- developing operating guidelines that include complete information about the selection, responsibilities, training, and support of mentors;
- designing protocols and processes for parent mentors to use when assisting parents;
- coordinating with regional entities such as Intermediate School Districts (ISDs), PACs or local entities such as LICCs to pilot the mentoring program; and
- evaluating the impact of the mentoring program including the extent to which parents use the services provided and the skills learned.

Evaluation of this goal will include improving the extent to which parents trained by mentors report that:

- they knew their rights and were able to effectively communicate their children's needs in IEP, IFSP or other meetings related to their child's educational and developmental programming;
- having access to mentors who are available to help them support their child's development and learning has contributed toward helping them to be more effective participants in decisions regarding their children;

- they were better able to communicate effectively and work collaboratively with personnel responsible for providing special education, early intervention services, transition services, and related services;
- their input was respected and valued during the IFSP and IEP processes;
- that schools facilitated parent involvement as a means of improving services and results for children with disabilities; (20 U.S.C. 1416(a)(3)(A))
- they are better equipped to be active participants in state, regional, and local decision-making groups;
- they have access to support groups consisting of other parents of children with disabilities.

### **Leadership Training**

**Goal III:** Develop a process for the systematic implementation of professional and sustained learning opportunities for parents and families of children with disabilities to increase their knowledge and use of strategies to support their children and/or engage in leadership opportunities in a variety of leadership roles. This should include but not be limited to the development of:

- a parent leadership training program that develops the skills and knowledge needed to actively participate in state, regional and local decision-making groups, such as SEAC, SICC, PACs and LICCs and others.

Evaluation of this goal will include improving the extent to which parents participating in the project activities report that:

- they are better equipped to be active participants in state, regional, and local decision-making groups;
- participatory involvement with advisory committees such as SICC, LICC, PACs, PTA, School improvement Teams, or in other advisory capacities.

### **Project Coordination**

**Goal IVA:** Develop and implement a systemic plan to coordinate with other information, technical assistance, and training service providers such as the MDE, OSE/EIS and their state and federally funded initiatives, other agencies and projects, including disability organizations serving parents of children with disabilities and their families. This plan should include the development of:

- collaborative strategies for outreach to underserved families including culturally and ethnically diverse communities;
- collaborative activities that increase the systemic impact of state, regional, and local technical assistance efforts to support parents to be active participants in the education of their children; and
- a process to identify materials not currently available to parents and families including research based practices and develop a long-range plan for acquisition and/or development.

**Goal IVB:** Coordinate with the MDE, OSE/EIS on a quarterly basis to ensure alignment with the SPP/APR requirements, the Continuous Improvement and Monitoring System (CIMS), other General Supervision responsibilities, and other MDE initiatives that support parents and families.

**Goal IVC:** Partner with local/regional entities (such as school districts, ISDs, RESAs, etc.) to increase the parent-mentoring program. This should include:

- identifying opportunities for partnering and/or obtaining matching funds to support expansion of the parent-mentoring program to additional regions of the state; and
- planning strategies collaboratively for long-term implementation and expansion of the parent-mentoring program.

The evaluation of these goals should include determining the extent to which the project can:

- increase the number of agencies and projects participating in collaborative activities;
- increase the number parents/families of children with disabilities who report using the information, products, and services resulting from collaborative activities;
- increase the number of partners involved in the parent-mentoring program;
- demonstrate the effectiveness of the project to work with MDE, OSE/EIS to align with the SPP/APR requirements, the Continuous Improvement and Monitoring System (CIMS), other General Supervision responsibilities, and other MDE initiatives.

The applicant is encouraged to clearly address all goals in response to this Request for Proposal. Additional application instructions can be found in the selection criteria described in the pages that follow.

## **II-D REVIEW PROCESS**

All proposals will be reviewed using a two-tiered review process, including a peer review system. Award selections will be based on merit, as determined by points awarded in accordance with the Review Selection Criteria Section, all relevant information provided in the proposal, and final review considerations. Based on this process, the MDE, OSE/EIS will provide formal funding recommendations to the Superintendent of Public Instruction.

The maximum score for the following criteria is 100 points. In addition to the content of the categories below, the Superintendent of Public Instruction may apply other factors in making funding decisions, such as the performance of the fiscal agent on previously funded initiatives. Proposals should be developed to reflect the outline of the criteria.

Significance	10 points
Quality of Project Design	20 points
Adequacy of Resources and Commitment	10 points
Quality of Personnel	20 points
Quality of Management Plan	20 points
Evaluation	10 points
Budget	10 points

## **II-E REVIEW CRITERIA**

The following selection criteria should be used as a guide when writing the proposal. The reviewers will judge all proposals according to the elements described in the criteria. The proposal most likely to be funded is the one that has most completely addressed all of the elements described in the following criteria.

## **Selection Criteria**

The criteria that will be used to evaluate proposals submitted for this competition are described below. The applicant is encouraged to use the selection criteria as an organizer for the narrative description of the proposal. The maximum score for all of the criteria is 100 points.

The proposal should also include a one-page **abstract** that precedes the proposal narrative. The narrative should include the following sections in this order:

### **Significance (10 points)**

In reviewing the significance of the proposed project the MDE, OSE/EIS will consider how well the applicant demonstrates the potential contribution of the proposed project to:

- increase collaboration and partnerships between parents, school, and early intervention personnel resulting in better outcomes for young children and students with disabilities;
- build local capacity to provide, improve or expand the services that address the needs of parents of children with disabilities;
- create to a seamless system of information dissemination, technical assistance, and support that builds the capacity of parents and their families;
- foster leadership opportunities for parents.

### **Quality of Project Design (20 points)**

In reviewing the quality of the design of the proposed project the MDE, OSE/EIS will consider how well the applicant demonstrates:

- the extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable and meet the intent of the project;
- how the project plans to achieve the defined goals, including activities, timelines, and products described by each year of the project;
- commitment to statewide linkages with other projects, agencies, and resource providers providing training, technical assistance, and information dissemination;
- the level of involvement of parents in the design and implementation of the project.

### **Adequacy of Resources and Commitment (10 points)**

In determining the adequacy of resources for the proposed project, the MDE, OSE/EIS will consider the following factors:

- capacity of the applicant to carry out the project with facilities, equipment, staffing, and other resources;
- relationship between budget and grant activities and whether the costs are reasonable and justified;
- demonstration of access to and utilization of appropriate technology and technological resources to implement the project;
- demonstration of how grant funds will be used to supplement other federal, state, local or private funds. Grant funds may not supplant other funds;
- financial or resource contributions made by the applicant.

### **Quality of Personnel (20 points)**

In determining the quality of personnel who will carry out the proposed project, the MDE, OSE/EIS will consider:

- the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been under-represented based on race, color, national origin, gender, age or disability;
- identification of personnel to carry out the project including credentials, qualifications and experience of the project director and staff;
- description of roles and responsibilities of identified personnel in relation to project goals, objectives, activities and their time committed to the project.

### **Quality of Management Plan (20 points)**

In determining the quality of the management plan to carry out the proposed project, the MDE, OSE/EIS will consider:

- the adequacy of the management plan to achieve the goals and objectives of the proposed project on time and within budget;
- the adequacy of the management plan to develop clearly defined roles and responsibilities, timelines, and milestones for accomplishing the project tasks.

### **Evaluation (10 points)**

In determining the quality of the evaluation plan to carry out the proposed project, the MDE, OSE/EIS will consider:

- the adequacy of procedures for obtaining feedback on the goals, objectives, and ensuring continuous improvement in the operation of the proposed project;
- how well the strategies identified by the applicant will address the evaluation expectations for each goal as described in the RFP.

### **Budget (10 points)**

In determining the quality of the evaluation plan to carry out the proposed project, the MDE, OSE/EIS will consider:

- the adequacy of the budget allocations to achieve the goals and objectives of the proposed project on time and within budget;
- the adequacy of the plan to monitor the budget throughout the period of the grant.

## **II-F APPENDICES**

Include Assurance of Grant Conditions, which indicates agreement with grant conditions, as specified in paragraphs III-G – III-L. Include budget section, resumes of principal staff and signed letters of commitment from all sub-contractors named in the proposal. All other appended material will be read at the reviewer's discretion.

## **II-G PROPOSAL SUBMITTAL**

The original copy bearing ORIGINAL signatures and eight (8) additional copies (for a total of nine) of the complete proposal must be received on or before 5:00 P.M., Wednesday, May 10, 2006 to Beth Horne, at the following address:

Michigan Department of Education  
Office of Special Education and Early Intervention Services  
P.O. Box 30008  
Lansing, Michigan 48909

Or

If shipping by overnight express or UPS mail, the following address must be used:

Michigan Department of Education  
Office of Special Education and Early Intervention Services  
608 West Allegan Street  
Lansing, Michigan 48933

## **SECTION III: CONDITIONS OF APPLICANT**

If awarded this grant, I understand and agree to the following:

### **III-A INCURRING COSTS**

The State of Michigan is not liable for any cost incurred by any bidder prior to execution of a Grant Agreement.

### **III-B GRANTEE RESPONSIBILITIES**

The Grantee will be required to assume responsibility for all activities offered in this proposal whether or not he/she performs them. Further, the State will consider the Grantee to be the sole point of contact with regard to matters, including payment of any and all charges, resulting from the anticipated Grant Agreement.

### **III-C RELEASE OF INFORMATION/CONFIDENTIALITY**

Grantee initiated publication or news releases of any information pertaining to the Grant Agreement, work performed under the Grant Agreement, products of the work and materials based upon the products shall occur only with written prior approval of the Michigan Department of Education, OSE/EIS.

### **III-D ACCOUNT AND AUDIT REQUIREMENTS**

The applicant will maintain a separate accounting of expenditures for this contract for each fiscal year it is awarded. Funds will only be requested as needed to meet immediate obligations and shall not be drawn for purposes other than those directly related to this contract. Normally acceptable accounting procedures will be used. The Agency's independent auditor will be made aware of the contract so that the auditor can review expenditures as required by federal single audit requirements. The auditor must review all contracts over \$25,000. Current employees of the MDE may not be employed or contracted under this grant.

Expenses charged to this contract will not be charged to any other state or federal source and this contract will not be used to supplement mandated state or local costs.

### **III-E DISCLOSURE**

After the Michigan Department of Education awards a grant under a RFP, all information in a bidder's proposal is subject to the provisions of the Freedom of Information Act, Public Act 442 of 1976. This Act also provides for the complete disclosure of Grant Agreements and attachments thereto.

### **III-F GRANT PAYMENT SCHEDULE**

The payment schedule for any Grant Agreement entered into as a result of the RFP will be negotiated and reflect the restrictions of the funding source. The schedule should show payment amount and should reflect actual work done by the payment dates.

### **III-G OWNERSHIP OF MATERIALS PRODUCED**

Ownership of intellectual property resulting from this grant shall remain with the Michigan Department of Education, which reserves the right to copyright or patent them, or otherwise protect their integrity or availability for public use. This stipulation covers recipients as well as subcontractors receiving funds through this grant program.

### **III-H INDEMNIFICATION**

The Grantee, as a condition of the Grant Agreement that may ensue from the RFP, shall indemnify and hold harmless the State of Michigan and its agents and employees from and against all claims, damages, losses and expenses, including attorney fees arising out of or resulting from the performance of the work, which includes all labor, materials and equipment required to produce the commodity, construction and/or service required by the Grant Agreement, provided that any such claim, damage, loss or expense (1) is attributable to bodily injury, sickness, disease or death, or injury to or destruction of tangible property (other than the work itself), including the loss of use resulting therefrom, and (2) is caused in whole or in part by any negligent act or omission of the Grantee, and sub-grantee, anyone directly or indirectly employed by any of them or any of whose acts any of them may be liable, regardless of whether or not it is caused in part by a party indemnified hereunder.

In any and all claims against the State of Michigan or any of its agents or employees by any employee of the Grantee, any sub-grantee, anyone directly or indirectly employed by any of them or anyone for whose acts any of them may be liable, the indemnification obligation under this indemnification agreement shall not be limited in any way by any limitation of the amount or type of damages, compensation or benefits payable by or for the Grantee or any sub-grantee under Workers' Disability Compensation Acts, disability benefit acts or other employer benefit acts.

The obligations of the Grantee under this indemnification agreement shall not extend to the liability of the State of Michigan, its agents or employees arising out of (1) the preparation or approval of maps, drawings, opinions, reports, surveys, change orders, designs or specifications, or (2) the giving of or the failure to give directions or instructions by the State of Michigan, its agents or employees, provided such giving or failure to give is the primary cause of the injury or damage.

### **III-I GRANTEE'S LIABILITY INSURANCE**

The Grantee, as a condition of the Grant Agreement that may ensue from their RFP, shall purchase and maintain such insurance as will protect the Grantee from claims set forth below which may arise out of or result from the Grantee's operations under the Grant Agreement, whether such operations be by the Grantee or by any sub-grantee or by anyone directly or indirectly employed by any of them, or by anyone for whose acts any of them may be liable.

1. Claims under worker's disability compensation, disability benefit and other similar employee benefit act. A nonresident Grantee shall have insurance for benefits payable under Michigan's Workers' Disability Compensation Law for any employee resident of and hired in Michigan; and respects any other employee protected by Workers' Disability Compensation Laws of any other state, the Grantee shall have insurance or participate in a mandatory state fund to cover the benefits payable to any such employee.
2. Claims for damages because of bodily injury, occupational sickness or disease, or death of his/her employees.
3. Claims for damages because of bodily injury, sickness or disease, or death of any person other than his/her employees, subject to limits of liability of not less than \$300,000 each occurrence and when applicable, \$300,000 annual aggregate, for non-automobile hazards and as required by law for automobile hazards.
4. Claims for damages because of injury to or destruction of tangible property, including loss of use resulting therefrom, subject to a limit of liability of not less than \$50,000 each occurrence for non-automobile hazards and as required by law for automobile hazards.
5. Insurance for Subparagraphs (3) and (4) non-automobile hazards on a combined single limit of liability basis shall not be less than \$300,000 each occurrence and when applicable, \$300,000 annual aggregate.

The insurance shall be written for not less than any limits of liability herein specified or required by law, whichever is greater, and shall include contractual liability insurance as applicable to the Grantee's obligations under the indemnification clause of the Grant Agreement.

### **III-J NON-DISCRIMINATION AND OTHER COMPLIANCE WITH LAW**

Each proposal must include an assurance statement of compliance with all Federal and Michigan laws and regulations prohibiting discrimination and with all requirements and regulations of the Michigan Department of Education and the U.S. Department of Education. The assurance must state that it is the policy of the bidder's organization that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, or disability shall be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity for which the bidder is responsible or for which the bidder receives funding from the U.S. Department of Education or the Michigan Department of Education.

### **III-K AMERICANS WITH DISABILITIES ACT**

The MDE is committed to providing equal access to all persons in admission to or operation of its programs and services. Individuals with disabilities needing accommodations for effective participation in this grant program are invited to contact the MDE for assistance.

### **III-L EQUITABLE ACCESS**

All Parent Support and Education activities must promote equitable access to support meaningful personnel development for parents of infants, toddlers, children and youth with disabilities.

### **III-M ACCEPTANCE OF PROPOSAL CONTENT**

The contents of the proposal of the successful bidder may become contractual obligations, if a Grant Agreement ensues. Failure of the successful bidder to accept these obligations may result in cancellation of the award.

### **III-N CONTINUATION OF FUNDING**

Continuation funding for this grant project is subject to the availability of funds and the performance of the grant recipient. The MDE, OSE/EIS can cancel the grant with 30 days written notice for:

- Default of the Contractor.
- In the event the OSE/EIS no longer needs the services or product specified in the Contract, or in the event program changes, changes in laws, rules or regulations, or the OSE/EIS determines that statewide implementation of the Contract is not feasible.
- Reduction in or elimination of funding allocations to the MDE under the IDEA, or any subpart of the IDEA.
- Fiscal constraints that may occur as a result of compliance and improvement priorities.

### **III-O ASSURANCE OF GRANT CONDITIONS**

The submission of a proposal, signed by an official authorized to bind the agency submitting the proposal contractually, shall constitute assurance that the proposing agency has accepted, unconditionally and without reservation, all conditions, requirements, and specifications of the RFP. In addition, such submission shall constitute assurance that the submitting agency understands that all or any part of the RFP may be included by reference in any Grant Agreement based on the RFP. See Appendix A.



**Equipment**  
**Education Division General Administrative Regulations**  
**(EDGAR) – Appendix B (Page 22575)**

The following is provided as guidance to budgeting, managing, and disposing of equipment acquired with IDEA grants funds and equipment records retention.

**Budgeting** – All equipment must be budgeted as capital outlay. The definition for capital outlay is found in Bulletin 1022 – Financial Accounting for Michigan School Districts.

Equipment is defined as tangible personal property having a useful life of more than one year and an acquisition cost of \$500 or more per unit. (EDGAR 74.132)

**Use of Equipment** – When equipment is no longer needed for the original project or program, the recipient shall use the equipment, if needed, in other U.S. Department of Education projects and then in other federally funded programs, or may voluntarily make the equipment available for use on projects or programs sponsored by the Federal Government which are conducted or supported by the grantee (EDGAR 74.137). Equipment purchased with mandated activities funds shall be transferred to a continuation project or an existing project with similar objectives when this grant has terminated. **ATTACHED TO THIS RFP IS A DETAILED INVENTORY OF MATERIAL ASSETS purchased through such funds.**

**Disposition** – When original or replacement equipment is no longer to be used in projects or programs currently or previously sponsored by the Federal Government, disposition of the equipment shall be made as follows:

1. Equipment with a unit acquisition cost of less than \$500 may be retained, sold, or otherwise disposed of, with no further obligation of the Federal Government.
2. All other equipment may be retained or sold, and the Federal Government shall have a right to an amount calculated by multiplying the current market value or the proceeds from the sale, by the Federal share of the equipment. One hundred dollars or ten percent of the total sales proceeds, whichever is greater, may be retained. (EDGAR 74.139)

**Management** –

1. Property records must be maintained accurately with complete descriptions and history. (EDGAR 74.140)
2. Physical inventory at least once every two years. (EDGAR 74.140)
3. Security controls. (EDGAR 74.140)
4. Maintenance. (EDGAR 74.140)
5. Where the Federal Government has a right to part or all of the proceeds of the sale of equipment, selling procedures shall provide for competition to the extent practicable and result in the highest possible return. (EDGAR 74.140)

**Equipment Records Retention Period** – Retention period of five years for equipment records begins on date of equipment's disposition, replacement, or transfer. (EDGAR 74.22)

## MANDATED ACTIVITIES PROJECT BUDGET

Function Code	Account Name and Description	Amount
	<b>Salaries</b> (List Grant Personnel & FTE): Director Professional Staff Technical Staff Clerical Staff Other	
	<b>Employee Benefits</b> (List out for each employee)	
	<b>Purchased Services:</b> Travel (Grant Employees) In State Out of State  Contracted Service (Personnel & Entities) Conferences/Workshops Printing/Copying Postage Stipends, Fees, Honorariums	
	<b>Supplies and Material:</b> Office Supplies	
	<b>Sub-Total</b>	
	<b>Indirect Costs</b>	
	<b>Sub-grants</b>  <b>Audit Costs</b>	
	<b>Operations and Maintenance:</b> Rent Additional Operational Expenses	
	<b>Capital Outlay</b> (equipment purchases above \$500)	
	<b>Grand Total</b>	
	Other Revenue	
	In-Kind Contribution	

**Budget Narrative:** Provide a detailed budget narrative for each function code listed. Though no Object Codes are provided in the given budget, you would assign those as appropriate per the Michigan School Accounting Manual.

- **Salaries** – give the title of each position, a description of their role and the FTE of that position
- **Employee Benefits** - list out the benefits being provided for each employee.
- **Purchased Services**
  - Travel Expense – provide a description of each type of travel to be supported with project funds for employees of the grant such as training events, conferences, regional meetings and workshops. List the positions that will attend, not the name of individuals. These expenditures for grant employees may include but are not limited to overnight accommodations, registration fees, mileage, and meals.
  - Contracted Service - provide the name of the person or entity and a detailed description of the service/product to be provided. Costs assigned to this item should include all expenses affiliated with outcome. If there is planning time, travel, or overnight accommodations needed for an individual contracted for this project these expenses should be reflected here.
  - Conferences/workshops – provide a list of expenditures incurred by the grant to host a statewide, regional or local conference or workshop. Have expenses detailed as possible, such as facility cost, speaker cost, meals provided to attendees, etc.
  - Printing/Copying - describe what materials are being produced under this area, brochures, training materials, booklets, etc.
  - Postage
  - Stipends, Fees, Honorariums - provide the type of activity and expenses incurred within this area for referent group, regional team meeting, advisory panel, etc. List number of persons receiving funds for their participation in activity.
- **Supplies and Materials** – this includes consumable items and equipment under \$500 that are directly related to the purpose of the project.
  - Office Supplies – pens, books, paper, etc.
  - Equipment under \$500 (example: printer)
- **Indirect Costs** – this rate is based on expenses that are not directly charged to the grant. Federal restricted indirect cost rates are sent to school districts yearly and will be the rate used if the fiscal agent is a school district. The Department's policy states universities and colleges are limited to an 8% rate. The Office of Special Education and Early Intervention Services determines the indirect rate of other organizations.

- **Sub-Grants** – grantees may provide sub-grants for purposes of accomplishing project goals and objectives. Provide a list of sub-grantees, what the objective is for the sub-grant, and identify personnel roles of sub-grantees.
- **Audit Costs** – grantees that have been awarded an allocation of \$25,000 or more are required to have the project audited yearly. This cost may be charged to the grant
- **Direct Operation and Maintenance** – list out expenditures for operational functions associated directly with the grant.
  - Rent
  - Repairs and Maintenance
- **Capital Outlay Equipment** – equipment purchased for the grant that exceeds \$500 must have department approval before purchase is made. List out all capital outlay equipment items.