Interagency Outreach Training Initiative

Request for Proposals

Fiscal Year 2018

Background and Authority

The Interagency Outreach Training Initiative (IOTI) is a collaborative effort between Utah State University, state service agencies, and other organizations concerned with improving the lives of people with disabilities. The 1995 and 1996 Utah State Legislatures appropriated funds (HB 234 and HB 107, respectively) to Utah State University’s Center for Persons with Disabilities to support an Interdisciplinary Outreach Training Initiative (IOTI). The IOTI’s purpose is to support training that responds to needs identified by the collaborating IOTI organizations.

Training is expected to address critical knowledge and skills gaps that exist for paraprofessionals who work with people with disabilities, individuals with a disability, family members, volunteers, and other direct care staff. This does not exclude the attendance of professional staff.

IOTI proposals should facilitate coordination of training efforts among disability service agencies and organizations in Utah. Whenever possible the training activities will benefit participants across the state, including underserved and hard to reach populations including those living in diverse geographic areas of Utah.

Funding for IOTI projects is not intended to replace or supplant funds for teaching staff on the core-mandated functions of the organization. Likewise, IOTI funding is not intended to pay for out of state speakers, rental for training or conference venues, or purchase of equipment, technology, or software.

The Coordinating Council for People with Disabilities (CCPD) has identified guiding principles for funding projects under the IOTI initiative. These include:

- Evidence that service agencies and organizations of people with disabilities and families participated in defining training needs.
- Evidence of responsiveness to the legislative intent: To bridge gaps in training and coordinate training across agencies and organizations of and for people with disabilities and their families.
- A focus on short-term funding for specific activities, especially for projects that build training capacity or resolve personnel development gaps in a timely way.
- Project designs that permit quick response to emerging training needs and that can be completed in 12 months or less.
- Evidence of intent to secure funding from sources other than IOTI for sustainability of the training following the end of the funded IOTI project.
Funding Available for Fiscal Year 2018 — Approximately $320,000 is available to support training projects for FY 2018 (July 1, 2017 - June 30, 2018). This Request for Proposals (RFP) serves as an invitation for projects to address the needs described.

The maximum funding amount for any proposal is $80,000 for one year. Previous experience indicates that the IOTI Steering Council is likely to fund more proposals at lower amounts than larger ones that request the maximum funding amount.

IOTI funds are allocated on a short-term basis to address critical training gaps and shortages in Utah’s disability community. Applicants may reapply for funding in subsequent years, but must re-compete for funding.

As per long-standing IOTI policy, the IOTI Steering Council is not obligated to fund proposals in all of the proposed training areas. Proposals are evaluated individually, on their own merits, according to the criteria set forth in this Request for Proposals (RFP).

Eligible Applicants — Public agencies or private for-profit or not-for-profit organizations may apply. Applicant agencies must be legally incorporated in the state of Utah and able to furnish proof of Worker’s Compensation and other liability insurances.

Proposal Requirements — Responding to this RFP is a two-step process: (1) A letter of interest is submitted and reviewed by the IOTI Steering Council, and (2) the IOTI Steering Council then invites full proposals from those applicants who submit the top-rated letters of interest. The proposal ratings are based on the requirements listed herein. Both letters of interest and full proposals should be sent by surface mail to Sharon Weston, IOTI Staff Assistant, Center for Persons with Disabilities, Utah State University, 6808 Old Main Hill, Logan, UT 84322-6808, by FAX 435-797-3944, OR by email to sharon.weston@usu.edu

NOTE: Proposals that fail to comply with the specifications described below will not be reviewed.

STEP 1: LETTER OF INTEREST

A one-page, single-sided letter of interest must be submitted. The letter must be typewritten in at least a 12 point (e.g., Arial, Cambria, Times New Roman) font with 1” margins and include an abstract of the proposed project including: (1) training need being addressed and purpose of project, (2) training objectives, (3) nature and extent of proposed training activities, (4) description of how the training is interagency in scope or conduct, and (5) a statement describing the capability of the applicant to provide the training, including references relating to experience in similar or related efforts. Please spell out all acronyms and briefly explain any terms or concepts that may be narrowly defined in your professional field. Please keep in mind that IOTI funds support training activities (direct services and equipment are not allowable expenses). A Letter of Interest outline is appended as Attachment A. An electronic copy of the LOI outline is available at http://www.cpdusu.org/about/ioti/
In addition to the Letter of Interest, applicants must include the Proposal Cover Sheet that is included as the last page of this document. An electronic fillable copy is available at http://www.cpdusu.org/about/ioti/ A signature of the Authorized Representative is NOT REQUIRED for the Letter of Interest submission but is required if invited to submit a full proposal.

Letters of Interest and the accompanying coversheet must be RECEIVED (via email, Fax, hand-delivered or postmarked) by 5:00 pm on MONDAY, MARCH 1, 2017.

Applicants are responsible for ensuring that letters and cover sheets are submitted well in advance of the due date and time. Letters received after 5 pm on the due date or postmarked after the due date will be classified as late and will not be considered in the current competition. Letters may be emailed as an attachment in WordPerfect, Microsoft Word or PDF format to sharon.weston@usu.edu. Please note that letters submitted electronically will be printed in the format received; IOTI staff will not be responsible for changing or reformatting attachments in any way.

Only one printed page (Letter of Interest) will be sent to reviewers. Letters will be reviewed and evaluated by the IOTI Steering Council. The Council will rank-order the letters based on quality, i.e., how the letter clearly addresses each of the required points listed above. Those applicants whose letters are determined to best address IOTI guiding principles and the training requested will be invited to submit full proposals. Written invitations to submit full proposals will be sent before the end of March, 2017.

2017-18 Training Priorities

AREA ONE: Supported and Customized Employment

General Description for the Training and Rationale. Employers and disability provider agencies in Utah agree that a training program to prepare employment specialists and others who support individuals with disabilities in employment settings is a critical need. Those who provide this training must have an applied knowledge of job-focused supported employment and of customer-focused customized employment and ways in which these two concepts complement each other to improve employment outcomes for individuals with significant disabilities.

Participants (i.e., employment specialists) trained using IOTI funds must apply skills in employment settings as job coaches or supervisors. The curriculum should include effective instructional techniques that enable sharing of experiences and collaborative problem solving following initial training. The curriculum must include a series of core competencies for new employment specialists and may also include specialized training for current employment specialists.

Core training competencies for new employment specialists should be addressed in multiple sessions with a minimum of 24 direct contact hours. Training sessions for new specialists should occur over time (not to exceed 180 days per cohort) allowing for application and demonstration of mastered competencies. The list of core training competencies may be enhanced (see Training Needs Assessment section below). Current employment specialists (those who have already demonstrated core training
competencies) may participate in core competency training “updates,” special topic training activities, and/or supervisory/management training activities with a minimum of 8 direct contact hours per year.

**Additional required information:**

- **Evaluation** – Pre- and post-training assessments should be conducted to evaluate participant learning. Other evaluation procedures (e.g., attendance, participant satisfaction, supervisor satisfaction) should be conducted for formative evaluation purposes. All evaluation data should be summarized for periodic review by the IOTI Steering Council.
- **Follow Up with Participants** – The training program should provide frequent, purposeful follow-up consultation with participants to reinforce core training competencies.
- **Certification/Credit** – Training should comply with current certification requirements of state funding agencies. Applicants should indicate whether college credit or continuing education units may be available, and if so, how this will be accomplished.

**Potential population to be trained.** Training specific to the training of paraprofessional service personnel who work in the areas of supported and customized employment. Personnel employed in secondary school transition programs require related supervisors and managers in these programs; community business owners are welcome and encouraged to attend.

Preference will be given to proposals that have a significant focus on training in rural and remote areas that will increase the availability and use of customized employment resulting in creation of customized employment for individuals with more significant disabilities and need for more complex support needs.

**Geographic location of the population to be trained.** Preference will be given to quality proposals that pursue regional or statewide training and reach out to rural and remote communities or other hard-to-reach populations.

**Training Materials and Procedures** – Preference will be given to proposals that use existing materials that have been demonstrated to be effective and to those that will provide materials beyond the period of the IOTI funding.

**AREA TWO: Behavioral supports in homes and communities**

**General Description of the Training and Rationale.** Individuals with disabilities who experience behavioral and social-emotional issues often require supports in a variety of settings such as home, community, work, or school. Often family members and paraprofessionals provide supports. Proposals that address this area of need should describe training philosophies and content such as (a) functional behavioral analysis, (b) the development of behavioral plans, (c) strategies of behavioral intervention, (d) requirements for behavioral intervention as defined by law, ethics, and the rights of individuals, (e) techniques for avoiding conflict, and (f) teaching positive social skills and interactions. Preference will be given to proposals that offer on-site training and follow-up to assist in the application of positive behavioral supports.
Population to be trained: Family members and paraprofessionals who are employed in classrooms, residential sites, and work environments. Professional level personnel are welcome and encouraged to attend.

Geographic location of training. Preference will be given to quality proposals that pursue regional or statewide training and reach out to rural and remote communities or other hard-to-reach populations.

Training Materials and Procedures. Preference will be given to proposals that use existing materials that have been demonstrated to be effective and to those that will provide materials beyond the period of the IOTI funding.

AREA THREE: Transition

General Description for the Training and Rationale.

Assist families and students with disabilities in the preparation for adulthood including decisions about postsecondary education (university, community college, technology/vocational/career), independent living, and employment. Families and students need to be well informed about their rights and responsibilities as well as the responsibilities of postsecondary schools, employers and other service agencies.

Population to be Trained. Students with disabilities preparing for adulthood and their family members. Proposals that provide training to teams of families, professionals, and paraprofessionals will receive preference. Professional level personnel are welcome and encouraged to attend.

Geographic Location of Training. Preference will be given to quality proposals that pursue regional or statewide training and reach out to rural and remote communities or other hard-to-reach populations.

Training Materials and Procedures. Preference will be given to proposals that use existing materials that have been demonstrated to be effective and to those that will provide materials beyond the period of the IOTI funding.

AREA FOUR: Mental Health and Suicide Prevention

General Description of the Training and Rationale:

Serious mental illness (SMI) is common, impacting one in four adults each year. SMI is addressed through a continuum of services that includes prevention and education, early intervention, treatment and recovery supports. Paraprofessionals, families and community members are critical partners in the delivery of services, often filling in gaps in formal service delivery models. Roles include but are not limited to community-based education and support, engagement in treatment, transitions and service navigation, and advocacy. Training opportunities for paraprofessionals and community members may be limited and stigma is an ongoing challenge.

Paraprofessionals and some professionals are required to have continuing education units that include suicide prevention. In addition, suicide prevention training efforts that
address decreasing risk factors and increasing protective factors are critical for individuals working with the SMI population. There are many current unmet suicide prevention training needs for specific populations, including aging adults, individuals with disabilities, individuals with English as a second language, refugees, and individuals from rural areas.

**Population to be Trained:** Self-advocates, family members, individuals with disabilities, health care providers, case-workers in service agencies, professional and paraprofessional service providers.

**Geographic Location of Training.** Preference will be given to quality proposals that pursue regional or statewide training and reach out to rural and remote communities.

**Training Materials and Procedures.** Preference will be given to proposals that use existing materials that have been demonstrated to be effective and to those that will provide materials beyond the period of the IOTI funding.

### AREA FIVE: Field Initiated Training Request

**General Description.** Other gaps exist in training available to address issues of disability. Proposals that use innovative delivery mechanisms and take advantage of current technologies to provide high quality training that is easily accessible to participants are especially encouraged. Applicants must identify a critical need that is currently unmet and propose a training plan to address it. Proposals must demonstrate that the applicant has the capacity to provide the training. The applicant should describe an interagency approach to planning and providing training. Priority will be given to applications that address the needs of more than one agency or consumer group and reach as many areas of the state as possible.

**Population to be trained:** To be determined by the applicant. Applications that provide training across agencies and organizations will be given preference.

**Geographic location of training** Preference will be given to quality proposals that pursue regional or statewide training and reach out to rural and remote communities or other hard-to-reach populations.

**Training materials.** Preference will be given to proposals that use existing materials that have been demonstrated to be effective and to those that will provide materials beyond the period of the IOTI funding.

### STEP 2: FULL PROPOSAL

**FULL PROPOSAL DUE DATE:** 5:00 pm, APRIL 27, 2017.

The full proposal (unbound and suitable for duplication) must be RECEIVED (via surface mail, email, Fax, or hand delivered) by 5:00PM on or before APRIL 27, 2017. Full proposals submitted by surface mail must be postmarked on or before the due date. Applicants are responsible to ensure that full proposals are submitted well in advance of the due date. Proposals received after 5 pm on the due date or postmarked after the due date will be classified as late and will not be considered in the current competition. Full
proposals may be emailed as an attachment in Microsoft Word or PDF format to sharon.weston@usu.edu. Please note that proposals submitted electronically will be printed in the format received. IOTI staff will not be responsible for changing or reformatting attachments in any way. All supporting materials such as the letters of support to accompany the proposal must be received or postmarked by the due date.

Proposal Checklist:

☑️ **Cover sheet** – A signed Letter of Interest and Proposal Coversheet (attached as the last page of this RFP). An electronic version of the cover sheet can be found on the IOTI website at http://www.cpdusu.org/about/ioti/

☑️ **Proposal Abstract** – The abstract is limited to one page and may be single spaced, with 1-inch margins.

☑️ **Narrative** – The proposal narrative must not exceed 15 pages. It must be double-spaced using a 12-point font (e.g., Arial, Cambria, Times New Roman), single-sided, on 8.5” x 11” paper with at least 1” margins. Text contained within tables may be single spaced. All required information (as described in the following section), with the exception of the abstract and the progress report, must be contained within the 15-page narrative and may not be appended. Explain acronyms and, if necessary, append a description of licensure, certification requirements, or professional standards to be addressed by the proposed training. Please refrain from using terminology or acronyms that may be unfamiliar to the reviewers.

☑️ **Appendix** – Appendix materials are limited to 10 pages and should include letters of support that document agreements with other agencies and organizations to collaborate (e.g., to participate in training) and abbreviated (2-page maximum) resumes. Stories, individual tests and rating forms should not be included.

☑️ **Progress Reports** – Progress reports that include outcomes summary data are required of applicants that received prior-year funding for the same training topic as proposed in this submission. These are limited to 3 pages in length.

**Full Proposal Content** – Each proposal will be evaluated and points awarded according to the criteria listed below:

1. **Statement of Need** (15 points)
   
   This should be a concise rationale for the proposed training initiative. A clear statement of the problem and how the proposed training will address it should be articulated. It is expected that the applicant will provide data to support the proposal. Please spell out all acronyms and briefly explain any terms or concepts that may be narrowly defined in your professional field.
2. **Objectives** *(15 points)*

Project objectives must relate to and address the described training needs described in the Statement of Need. They should describe the population to be trained, the number of trainees and their geographical location, and the outcomes expected to result from training.

3. **Work Plan** *(35 points)*

Describe the project activities, timeline, person(s) responsible and the materials and procedures to be employed in training. The validity of materials and procedures for teaching should be explained. Innovative methods, especially those that employ electronic media, are encouraged. The work plan should present a logical sequence of activities that project staff will conduct to accomplish project objectives. It should also describe efforts to provide training in diverse geographic areas of Utah. There is an expectation that training will benefit participants across the state. The activities should describe involvement of people with disabilities or family members and agencies, other than the applicant, in planning, conducting, and evaluating training. A timeline specifying activities, persons responsible, and completion dates should be included. Cooperative arrangements between the applicant and other participating organizations should be described. Letters documenting these arrangements must be included as an appendix. The starting date and ending date should be consistent with information provided for each training need.

4. **Evaluation Plan** *(15 points)*

The plan should describe both process and outcome evaluation. Process evaluation should explain how the project will document that activities described in the work plan were completed. Outcome evaluation should specify what data will be collected to document outcomes that result from training. Where possible, validated-measurement instruments should be used. The proposal should describe how the data will be analyzed and summarized. Quarterly progress reports and a final report including these data are required.

5. **Capability of the Applicant** *(10 points)*

This section should present information on the qualifications of the applicant organization and the staff who will conduct the training. Qualifications include past organizational experience in conducting similar training, as well as the teaching staff’s education and experience. The proposal must provide assurance that the applicant is legally incorporated and has liability insurances.
6. **Budget and Budget Narrative** *(10 points)*

Applicants should develop a line-item budget using the following major categories, as needed:

- Personnel
- Benefits
- Travel
- Supplies and Materials
- Subcontract
- Other

The line-item budget must show funds being requested from IOTI and may describe those being contributed as matching funds by the applicant and from other sources. Matching funds are desirable but not required. IOTI funds are to be used to support costs associated with training, not out-of-state travel, rent, computers, office equipment, or other costs tangential to addressing training needs in Utah. The budget narrative should describe how the funds from each line item will be spent to support the project’s accomplishment of its objectives.

Funding for IOTI is derived from state resources, and indirect costs (overhead costs) are not an allowable program budget item. Indirect costs may be included as an in-kind contribution. Funding for IOTI projects is not intended to supplant or replace agency or organization budgets to meet their core or mandated responsibilities.

Notification of awards for the FY 2017-18 will be made by June 16, 2017
## Interagency Outreach Training Initiative
### FY 2017 Letter of Interest & Proposal Cover Sheet

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**Address** *(street address, city, county, state, and zip code)*

**Name of contact person:**

**Telephone Number:**

**Email Address:**

**Training Category:**
- [ ] Supported and Customized Employment
- [ ] Behavioral supports in homes and communities
- [ ] Transition
- [ ] Mental Health and Suicide Prevention
- [ ] Field Initiated Training

**Descriptive Title of the Proposed Project**

**Target Training Audience** *(check all that apply):*
- [ ] Paraprofessionals
- [ ] Individuals with disabilities
- [ ] Families/Care Providers

**Estimated Number of Individuals to be Trained:**

**Estimated Training Cost**

Total IOTI Funds Requested: $

Contributed Funds, if any (do not include in-kind contributions): $

**Typed/Printed Name of Authorized Representative:**

**Title:**

**Signature** *(not required for Letter of Interest)*

**Date**
ATTACHMENT A

IOTI Letter of Interest – Outline

General Instructions: typewritten using company/agency letterhead if available, in at least a 12 point (e.g., Arial, Cambria, Times New Roman) font with 1” margins and include an abstract of the proposed project.

Letter of Interest cannot exceed 1 page (may be single spaced) and must address the sections below. Keep the reviewers in mind. Do not use jargon. The application has two audiences: the majority of reviewers who are probably not familiar with the techniques or field, and a smaller number who are familiar.

• Identify your organization including a brief description

• Describe the training need(s) being addressed and the purpose of project. Present the rationale for the training that you are proposing to provide. Provide firm data whenever available. Propose solutions to the need statement that will be met by the training.

• List training objectives that are measurable and attainable within the project period. Tie your objectives directly to your need statement and describe the target population, tangible products, and deliverables of the project.

• Describe the nature and extent of proposed training activities that detail the how, when, where, and who of the training activities.

• Describe how the training is interagency in scope or conduct. Ensure that before you list the participation of another agency or person that you have received at least a verbal agreement from them.

• Include a statement describing your agency’s capability to provide the training, including references as to experience in similar or related trainings.