



MARYLAND DEPARTMENT OF DISABILITIES

REQUESTS FOR PROPOSALS

ISSUE DATE: March 15, 2016

Demonstration Project to Prepare and Support People with Intellectual and Developmental Disabilities to Serve as Educators for Law Enforcement

Background

On January 12, 2013, Ethan Saylor, a 26-year old man diagnosed with Down syndrome, died during an altercation with off-duty police officers at a movie theater in Frederick, MD. The tragic event brought to light the lack of understanding that law enforcement has on appropriate and effective ways of interacting with individuals with I/DD. In September, 2013, the Commission for the Effective Inclusion of Individuals with Intellectual and Developmental Disabilities (“Commission”) was created by Executive Order. The Commission was charged with developing and issuing recommendations of training standards and best practices the state should adopt to educate law enforcement and other first responders/public entities about how to safely manage situations involving individuals with I/DD.

In its annual report dated December 3, 2014, the Commission emphasized the role people with I/DD (“self-advocates”) should have in the education of law enforcement on matters related to them as well as the need for increased community and relationship building efforts between individuals with I/DD and law enforcement. The report also recommended legislation for the establishment of a center for self-advocates as educators, which was introduced in the 2015 Maryland legislative session. The bill was signed into law by Governor Larry Hogan in May 2015, establishing the Ethan Saylor Alliance for Self-Advocates as Educators (“Alliance”) within the Maryland Department of Disabilities.

Many strides have been made since Ethan’s death in ensuring individuals with I/DD are safe, included, and understood within their communities. The Police and Correctional Training Commission (PCTC), the state entity responsible for establishing and enforcing training standards for law enforcement, adopted a list of training objectives (see Attachment A) recommended by the Commission. In addition, these training objectives must be met through developed curriculum for both entry-level and in-service law enforcement personnel. Also

through the Commission's work, an 8-hour model curriculum and an abridged 4-hour model curriculum were developed for entry-level and in-service law enforcement, respectively.¹

Purpose

The Maryland Department of Disabilities (MDOD) is issuing this request for proposals (RFP) to design, implement, and field test models for preparing and supporting individuals with intellectual and developmental disabilities (I/DD) in training roles. These individuals with I/DD will participate alongside law enforcement trainers to educate both in-service and entry-level law enforcement personnel on appropriate and effective means of communicating and interacting with people with I/DD.

Through this demonstration, MDOD, working on behalf of the Alliance, will identify best practices that will form the basis of a sustainable and replicable model for preparing and supporting individuals with I/DD to serve as trainers of law enforcement. Furthermore, the model developed from this demonstration will be incorporated into subsequent RFPs issued by MDOD for the purpose of purchasing services to prepare and support people with I/DD to serve as educators for law enforcement and other public entities throughout the State.

Scope of Work

MDOD seeks proposals that demonstrate the capacity to:

- Recruit individuals with I/DD to be trainers
- Equip individuals with I/DD with the knowledge and resources necessary to serve in a training role and to work alongside law enforcement trainers in implementing their academies' specific PCTC-approved curriculum
- Support trainers, including arranging transportation and compensating them for their time and participation in trainings
- Connect with law enforcement trainers to identify when and where trainers are needed and explore further opportunities for collaboration
- Oversee and evaluate the quality of the trainers' performance and participation in trainings

Six (6) months following the award, the contractor will be responsible for reporting its activities, progress, and outcomes to date. At the conclusion of the one year award, the contractor will be required to evaluate the efficacy of its field test and report on successes, unforeseen challenges, lessons learned and outcomes as well as make a recommendation for a model that can be replicated across the state and various sectors. The model should identify the costs of implementation and make suggestions for sustainability.

¹ All 19 training academies throughout the state of Maryland are required to develop training curriculum that incorporates standards and objectives on topics set forth by the PCTC. While the PCTC does not mandate training curriculum, it must review and approve curriculum developed by all training academies to ensure adoption of and compliance to these clearly articulated standards and objectives.

Funds Available

The Maryland Department of Disabilities is awarding \$25,000 each to three (3) entities to complete all activities outlined in the Scope of Work for the duration of one (1) year. This project is scheduled to begin on or about May 15, 2016.

Who May Apply/Bidder Minimum Qualifications

Any organization with at least five (5) years of experience creating and implementing initiatives and/or managing programs that support individuals with I/DD in an advocacy or leadership role are eligible to apply.

What Proposals Must Include

All information listed below must be included in the proposal. Proposals must be double spaced with pages numbered. Proposals may not exceed six (6) pages, not including attachments or the financial proposal.

1. Description of your organization's experience creating and implementing initiatives with or on behalf of individuals with I/DD which support them in leadership and/or self-advocacy roles. Note the number of years of experience.
2. Explanation of your organization's efforts and successes forming partnerships with entities in the community such as law enforcement, community-based organizations, and businesses, which demonstrate the importance of community inclusion of individuals with I/DD.
3. Staffing plan that includes qualifications, experience, and time allocated to the project.
4. A detailed work plan that includes:
 - a. Strategies for implementation;
 - b. Timeline for execution;
 - c. Number of individuals with I/DD who will be trained;
 - d. Number of law enforcement trainings in which the trainers will participate;
 - e. The geographic area(s) where you plan to target your efforts (i.e. statewide, county or regional). Define targeted areas, if necessary;
 - f. Your plan for trainer compensation for both entry-level and in-service trainings
 - g. How you will ensure trainers get to and from trainings;
 - h. Your plan for evaluating the quality of trainers and the effectiveness of your train-the-trainer program; and
 - i. How you will ensure that individuals with I/DD contribute meaningfully to the development and implementation of this initiative.
5. Financial proposal which details how the funding will be allocated across the duration of the demonstration including any in-kind donations and/or supplemental funding, if available.

How Proposals Will Be Evaluated

The Contract shall be awarded to the responsible Offerors submitting the Proposal that has been determined to be the most advantageous to the State, considering price and evaluation factors set forth in this RFP for providing the goods and services as specified in this RFP.

Evaluation Criteria

Proposals will be evaluated based on clearly articulated strategies that offer innovative yet practical application; demonstrate organizational commitment to supporting individuals with I/DD in leadership roles; and reflect adequate organizational capacity for project implementation. Proposals should reflect the maximizing of resources within the bidder's organization as well as within its community. Models proposed should be achievable, replicable, and sustainable across the state of Maryland as well as have the ability to be applied across various public sectors. The strength of the proposed model is more important the total number of educators trained or trainings offered. Proposals should not exceed \$25,000. Only one proposal per offeror will be accepted.

Pre-Proposal Teleconference

A pre-proposal teleconference will be held on March 31, 2016 at 1:00 p.m. EST. Written questions from prospective offerors will be accepted prior to the teleconference. If possible and appropriate, such questions will be answered at the teleconference. Questions should be submitted to John Brennan at john.brennan@maryland.gov. (No substantive question will be answered prior to the teleconference.) Questions, both oral and written, will also be accepted from prospective offerors participating in the teleconference. If possible and appropriate, these questions will be answered at the teleconference.

To register for the teleconference, send an email to Jennifer Eastman at jennifer.eastman@maryland.gov no later than March 21, 2016. Upon receipt of the email, you will receive a confirmation of attendance along with call-in information.

Proposal Due Date

Proposals are due via email in PDF format to Jennifer Eastman at jennifer.eastman@maryland.gov no later than 12:00 p.m. EST on Monday, April 11, 2016. You will receive email confirmation of your proposal submission by 5pm EST on the same day. An original, signed hard copy of your proposal is due no later than 5pm EST on Wednesday, April 13, 2016 to:

Jennifer Eastman
Maryland Department of Disabilities
217 E. Redwood St., Suite 1300
Baltimore, MD 21202

RFP KEY INFORMATION SUMMARY SHEET

Request for Proposals: Demonstration Project to Prepare and Support People with Intellectual and Developmental Disabilities to Serve as Educators for Law Enforcement

RFP Issue Date: March 15, 2016

RFP Issuing Office: Department of Disabilities

Procurement Officer: John Brennan
Department of Disabilities
217 E. Redwood St., Suite 1300 Baltimore MD 21202
Phone: (410)767-3640 Fax: (410) 333-6674
e-mail: john.brennan@maryland.gov

Contract Monitor: Jennifer Eastman
Department of Disabilities
217 E. Redwood St., Suite 1300 Baltimore MD 21202
Phone: (410)767-7901 Fax: (410) 333-6674
e-mail: Jennifer.eastman@maryland.gov

Proposals are to be sent via email to:
Jennifer.Eastman@maryland.gov

Proposal are to be mailed to:
Maryland Department of Disabilities
Attn: Jennifer Eastman
217 E. Redwood St., Suite 1300
Baltimore, MD 21202

Closing Date and Time:

Electronic Copy - Monday, April 11, 2016, 12:00 PM – Local Time

Hard Copy - Wednesday, April 13, 2016, 5:00 PM – Local Time

Pre-Proposal Tele-Conference: Friday, March 31, 2016. 1:00 PM – Local Time

ATTACHMENT A

TRAINING OBJECTIVES ADOPTED BY THE POLICE TRAINING COMMISSION OCTOBER 8, 2014

- 09.14** Identify the procedures that an officer should/may employ when encountering an individual with an intellectual/developmental disability.
- 09.14.01** Identify the difference in procedures used when encountering a person with an I/DD as an offender, victim, witness, or individual in need of assistance and how these roles may overlap.
- 09.14.02** Identify the need to exercise ethical leadership when encountering an individual with an I/DD.
- 09.15** Identify the indicators that a person may have an intellectual/developmental disability.
- 09.15.01** Identify why it is important for officers to be aware of people with an I/DD, the prevalence of I/DDs and the need to reduce stigma.
- 09.15.02** Identify what is meant by hidden disabilities.
- 09.15.03** Describe general behaviors associated with persons with an I/DD.
- 09.15.04** Identify non-verbal distractions, both personal and environmental, that may affect an encounter with a person that has an I/DD.
- 09.15.05** Identify the difference between a person with an intellectual/developmental disability and a person with a mental illness.
- 09.16** Identify the procedures an officer should follow to ensure the safety and calmness of an individual that has an intellectual/developmental disability.
- 09.16.01** Explain the impact of prior trauma on interactions with a person who has an I/DD. (i.e.Trauma Informed Care)
- 09.16.02** Describe what it means to be safe from the perspective of people with an I/DD, the officer, and community.
- 09.16.3** Identify procedures used to ensure a safe outcome for individuals with an I/DD, officers, and communities.
- 09.16.04** Describe the impact of an officer's attitude and actions toward people with an I/DD on the public.

- 09.16.05** Identify the officers ability to use discretion when encountering a person with an I/DD to resolve an incident with respect and understanding.
- 09.16.06** Identify the medical and physical vulnerabilities commonly associated with a person with an I/DD and the impact on a safe outcome.
- 09.16.07** Describe the importance of using community resources to assist the officer.
- 09.17** Demonstrate communication techniques required to effectively interact with a person who has an intellectual/developmental disability.
- 09.17.01** Describe “person first language” and how it should be used when encountering a person with an I/DD.
- 09.17.02** Identify conflict resolution and de-escalation techniques that will lead to effective communications with a person who has an I/DD.
- 09.17.03** Identify interaction techniques to employ with a person with an I/DD.
- 09.17.04** Identify how a person with an I/DD will be understood from the perspective of the person, officer, and community.
- 09.17.05** Identify how a person with an I/DD may acknowledge understanding and explain how that understanding may be different for the person and the officer.
- 09.18** Explain the resources available to assist an officer encountering a person with an intellectual/developmental disability.
- 09.18.01** Describe inclusion and how it can be achieved by people with an I/DD.
- 09.18.02** Identify resources available to assist an officer when responding to an individual with an I/DD including parents, siblings, support staff, and community resources.
- 09.18.03** Describe the importance of developing relationships with people who have an I/DD and effectively using community resources to achieve inclusion.
- 09.19** Describe the procedures an officer uses to ensure compliance with the Americans with Disabilities Act when encountering a person with an Intellectual, Developmental, or Physical disability.