

Event Summary - Professional Learning for Specially Designed Instruction - Student Engagement

Type	RFP - Request for Proposal	Number	005-RFP-1721-2025
Organization	DASlowa	Currency	US Dollar
Event Status	Pending	Department	Administrative Services - DAS
Exported on	5/13/2025	Exported by	Katelyn Howells
Estimated Value	-	Payment Terms	0% 0, Net 60

Bid and Evaluation

Respond by Proxy	Allow	Use Panel Questionnaire	No
Sealed Bid	Yes	Auto Score	No
		Cost Analysis	No
Alternate Items	No		

Visibility and Communication

Visible to Public Yes


Enter a short description for this public event

The Department of Education is seeking vendor(s) to provide professional learning packages to build the necessary expertise within the educator workforce for student active social engagement.

Commodity Codes

Commodity Code	Description
91838	Education and Training Consulting
92400	EDUCATIONAL AND TRAINING SERVICES
92405	Advisory Services, Educational
92474	Special Education Services

Event Dates

Time Zone	CDT/CST - Central Standard Time (US/Central)
Released	-
Open	5/16/2025 8:00 AM CDT
Close	6/13/2025 2:00 PM CDT
Sealed Until	6/13/2025 2:00 PM
	 Show Sealed Bid Open Date to Vendor
Q&A Close	5/30/2025 4:00 PM CDT

Event Users

Event Creator

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Description

It is advised to "Save Progress" often and especially after uploading documents.

NOTE: Anytime the Respondent opens their bid after the initial submission, they MUST certify and resubmit. No information will be lost from the initial submission.

NOTE: Respondent must approve and resubmit their Proposal after an amendment has been posted by the Issuing Officer. If the Proposal was submitted before the amendment, all information will be saved. The Respondent only needs to read and acknowledge the amendment.

Instructions for Amendments: Answer the newly posted question in the Questions Section, and CERTIFY and SUBMIT your proposal again (if previously submitted).

Background

Learners eligible for special education services are entitled to Specially Designed Instruction (SDI) to address their unique needs and to ensure access to the general curriculum so they can meet educational standards. This includes adapting as appropriate to the needs of the individual learner, the content, methodology, or delivery of instruction to address his/her unique needs that result from a disability and to ensure access to the general curriculum, so that he/she can meet the educational standards that apply to all children (IAC 41.39). In many cases, learners with disabilities will need supports including targeted and/or intensive interventions. This may include accommodations, modifications, services, and supports within and across a continuum of educational supports. SDI can occur in any educational setting and addresses all of the unique educational needs of a learner eligible for special education. Iowa has developed an SDI Framework that is intended to engage educators and families in diagnosing, designing, and delivering special education services to best meet the needs of learners ages 3-21 with disabilities and a range of educational needs.

The following foundational beliefs are of key importance as we work together to improve our special education outcomes, services, and Specially Designed Instruction (SDI) for our learners here in Iowa:

- Learners receiving special education services are general education learners first and always.
- Highly effective special education services and outcomes are dependent on highly effective Universal Instruction and a school-wide intervention system.
- Effective SDI is designed through collaboration between families and highly qualified educators.
- SDI is delivered by special education and general education teachers and professionals in various settings across the day.
- The state and local standards, competencies, and expectations in all domains that apply to each learner drive diagnosis, design and delivery of SDI.
- Highly effective SDI flows from high quality and specific assessment information.
- SDI supports learners to use tools, materials and strategies to access Iowa Core Standards and reach grade-level aligned goals.
- SDI helps learners to address their unique needs as a result of the individual's disability.

As outlined in [Iowa's SDI Framework](#), effective SDI occurs when the Key Components and Critical Features are evident in practice—when learners with disabilities progress toward and meet grade level standards, and are actively engaged in their learning across educational settings. Decades of neuroscience and educational research has shown that engagement is the gateway to cognition and that the social, emotional, and cognitive dimensions of learning are deeply linked. However, many students with disabilities and genetic differences struggle with social engagement compared to their peers without disabilities, and thus need specially designed instruction, accommodations, and modifications to foster social engagement. Historically, if instruction was provided, it focused on teaching specific social skills and was provided separately from academic instruction. But research now emphasizes the critical relationship between social engagement and academic instruction and the need for intentional consideration of students' social and emotional needs and skills which impact their ability to learn,

through embedded instruction in inclusive settings. In order to foster social engagement and inclusive learning environments, it is important to understand why some children may or may not be compelled to actively engage in the classroom and to then make appropriate modifications and accommodations to foster engagement. Therefore, educators need to have access to professional development and coaching to assist them with learning and applying evidence-based strategies for instruction, classroom management, and active social engagement to artfully weave these elements throughout the day, not just occasionally. This purposeful concentration on integrating academic, social, emotional, and cognitive development can create a positive, engaging, and inclusive learning environment for every student.

Policy guidance from the U.S. Department of Education Office of Special Education and Rehabilitative Services, titled [*Positive, Proactive Approaches to Supporting Children with Disabilities: A Guide for Stakeholders*](#), states:

“Every child should have access to a high-quality education provided in a safe, supportive, and predictable[1] learning environment free from discrimination, filled with healthy, trusting relationships, and one that ensures their social, emotional, and academic growth and development. Children with disabilities have historically faced systemic barriers to accessing their education and ... have faced greater challenges to their social, emotional, and academic development and success.[2] It is therefore crucially important for schools and early childhood programs to support the social, emotional, academic, and behavioral needs of children with disabilities; consider the harmful effects that inappropriate and ineffective discipline can have on child development and outcomes; and invest in alternative strategies and supports to address learning and behavioral needs.”

“Given the negative outcomes associated with, and the disparities in the use of, exclusionary discipline,[10] SEAs, LEAs, schools, and early childhood programs should identify ways to significantly reduce their use.[11] ... Although there may be instances when a child’s behavior, such as causing physical harm to self or others, warrants exclusionary disciplinary action, preventing the need before it occurs can be an effective first step in most situations. Proactive systematic approaches that focus on instruction and supports, and that are implemented with fidelity...are likely to address disparities; reduce the use of exclusionary discipline; and result in positive developmental, academic, and behavioral outcomes for all children including those with disabilities.[13] Further, in the Office of Special Education and Rehabilitative Services’ (OSERS’) view, exclusionary discipline should not be used for non-violent offenses such as, tardiness, absenteeism, or subjective offenses such as defiance or disrespect...”

“Developing positive early learning environments and school climates while implementing evidence-based strategies and improving...program and school discipline policies and practices, starts with an investment in building the necessary expertise within the educator workforce. A critical step in addressing disparities, significantly reducing the use of exclusionary discipline and aversive practices and improving outcomes for children with disabilities is providing educators with resources, strategies, and professional knowledge to foster a positive school climate. When schools and early childhood programs foster climates of inclusion, safety, and belonging, while implementing evidence-based practices, the use of exclusionary discipline and aversive practices (such as restraint or seclusion) can be reduced significantly.[16]”

Considering Iowa's SDI Framework, the importance of social emotional engagement for cognitive development, and the need for proactive systemic approaches that focus on instruction and supports to address social-emotional behavioral needs; the Department of Education is seeking one or more vendors to provide professional learning packages and a multi-year plan to build the necessary expertise within the educator workforce for student active social engagement.

Objectives

The State of Iowa is seeking one or more vendors to provide a multi-year plan to build the necessary expertise within the educator workforce to provide **specially designed instruction for social-emotional behavior:**

Proposed plan should include:

1. Proactive systematic approaches that focus on individualized social-emotional behavioral instruction and supports for students with varying ages and developmental levels;
2. Evidence-based strategies that are aligned with Iowa's SDI Framework and are based on brain science and are trauma-informed;
3. Strategies for aligning diagnostic information with student-specific programming;
4. Strategies that focus on shifting mindsets and language of adults regarding behavior and adult responses to behavior;
5. Strategies that focus on addressing concerning behaviors that stem from lagging skills for a variety of developmental levels;
6. Strategies to engage students and adults in collaborative and active problem solving processes to improve behavioral outcomes;
7. Intentional strategies to actively involve administrators, para educators, as well as families in the learning process;
8. Supports to help districts engage in interagency planning and service coordination with community providers and other state agencies to ensure coordinated and comprehensive care.
9. Strategies to generalize skills and fade supports as students gain skills, including decision making prompts for teams to consider aligned with best practices;
10. Utilizes research-based adult learning strategies to promote understanding of the participants, active participation, and collaboration;
11. Includes a plan for ongoing coaching, networking, and/or support for educators including teachers and administrators, to implement and reflect on new practices;
12. A plan for scale-up and sustainability that includes collaboratively developing materials with the Iowa Department of Education that align with/incorporate Iowa's SDI Framework, including building capacity within the Iowa Department of Education to support sustainability of the strategies;
13. Tools and resources to assist with data collection, implementation fidelity, readiness, and sustainability; and
14. Includes a comprehensive evaluation plan, including data collection and analysis.

The State reserves the right to award multiple Agreements following this RFP.

Contract Term

The Contract shall have an initial term of one (1) year, beginning on the date of contract execution (the "Effective Date"). At the end of the Contract's initial term, the State shall have the option, in its sole discretion, to renew the Contract on the same terms and conditions for up to a total of five (5) additional one-year terms for a total contract term not to exceed six (6) years. The State will give the Vendor written notice of its intent whether to exercise each option no later than sixty (60) days before the end of the Contract's then-current term.

Certification of Independence

I certify that I am a representative of Respondent expressly authorized to make the following certifications on behalf of Respondent. By submitting a Proposal in response to the RFP, I certify on behalf of the Respondent the following:

1. The Proposal has been developed independently, without consultation, communication or agreement with any employee or consultant to the Agency or with any person serving as a member of the evaluation committee.
2. The Proposal has been developed independently, without consultation, communication or agreement with any other Respondent or parties for the purpose of restricting competition.
3. Unless otherwise required by law, the information found in the Proposal has not been and will not be knowingly disclosed, directly or indirectly prior to Agency's issuance of the Notice of Intent to Award the contract.
4. No attempt has been made or will be made by Respondent to induce any other Respondent to submit or not to submit a Proposal for the purpose of restricting competition.
5. No relationship exists or will exist during the contract period between Respondent and the Agency or any other State agency that interferes with fair competition or constitutes a conflict of interest.

Certification Regarding Debarment

I certify that, to the best of my knowledge, neither Respondent nor any of its principals: (a) are presently or have been debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by a Federal Agency or State Agency; (b) have within a five year period preceding this Proposal been convicted of, or had a civil judgment rendered against them for commission of fraud, a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction, violation of antitrust statutes; commission of embezzlement, theft, forgery, falsification or destruction of records, making false statements, or receiving stolen property; (c) are presently indicted for or criminally or civilly charged by a government entity (federal, state, or local) with the commission of any of the offenses enumerated in (b) of this certification; and (d) have not within a three year period preceding this Proposal had one or more public transactions (federal, state, or local) terminated for cause.

This certification is a material representation of fact upon which the Agency has relied upon when this transaction was entered into. If it is later determined that Respondent knowingly rendered an erroneous certification, in addition to other remedies available, the Agency may pursue available remedies including suspension, debarment, or termination of the contract.

Certification Regarding Registration, Collection, and Remission of Sales and Use Tax

Pursuant to *Iowa Code sections 423.2(10) and 423.5(8) (2016)* a retailer in Iowa or a retailer maintaining a business in Iowa that enters into a contract with a state agency must register, collect, and remit Iowa sales tax and Iowa use tax levied under *Iowa Code chapter 423* on all sales of tangible personal property and enumerated services. The Act also requires Respondents to certify their compliance with sales tax registration, collection, and remission requirements and provides potential consequences if the certification is false or fraudulent.

By submitting a Proposal in response to the (RFP), the Respondent certifies the following: (check the applicable box)

- Respondent is registered with the Iowa Department of Revenue, collects, and remits Iowa sales and use taxes as required by *Iowa Code chapter 423*; or
- Respondent is not a "retailer" or a "retailer maintaining a place of business in this state" as those terms are defined in *Iowa Code subsections 423.1(47) and (48)(2016)*.

Respondent also acknowledges that the Agency may declare the Respondent's Proposal or resulting contract void if the above certification is false. The Respondent also understands that fraudulent certification may result in the Agency or its representative filing for damages for breach of contract in addition to other remedies available to Agency.

2 ★ **Instructions To Vendor :**

Respondent shall read and authorize to release information for their Proposal.

Certification

I certify that I have read and agree to the Authorization to Release Information above.

Vendor Must Also Upload a File:

No

Prerequisite Content:

Respondent hereby authorizes the Iowa Department of Administrative Services ("Agency") or a member of the Evaluation Committee to obtain information regarding its performance on other contracts, agreements or other business arrangements, its business reputation, and any other matter pertinent to evaluation and the selection of a successful Respondent in response to RFP.

The Respondent acknowledges that it may not agree with the information and opinions given by such person or entity in response to a reference request. The Respondent acknowledges that the information and opinions given by such person or entity may hurt its chances to receive contract awards from the State or may otherwise hurt its reputation or operations. The Respondent is willing to take that risk.

The Respondent hereby releases, acquits and forever discharges the State of Iowa, the Agency, their officers, directors, employees and agents from any and all liability whatsoever, including all claims, demands and causes of action of every nature and kind affecting the undersigned that it may have or ever claim to have relating to information, data, opinions, and references obtained by the Agency or the Evaluation Committee in the evaluation and selection of a successful Respondent in response to the RFP.

The Respondent authorizes representatives of the Agency or the Evaluation Committee to contact any and all of the persons, entities, and references which are, directly or indirectly, listed, submitted, or referenced in the Respondent's Proposal submitted in response to RFP.

The Respondent further authorizes any and all persons, and entities to provide information, data, and opinions with regard to its performance under any contract, agreement, or other business arrangement, its ability to perform, business reputation, and any other matter pertinent to the evaluation of the Respondent's Proposal. The Respondent hereby releases, acquits and forever discharges any such person or entity and their officers, directors, employees and agents from any and all liability whatsoever, including all claims, demands and causes of action of every nature and kind affecting the Respondent that it may have or ever claim to have relating to information, data, opinions, and references supplied to the Agency or the Evaluation Committee in the evaluation and selection of a successful Respondent in response to RFP.

Buyer Attachments

005-RFP-1721-2025 SDI
Engagement.pdf

005-RFP-1721-2025 SDI
Engagement.pdf

../Attachments/005-RFP-1721-2025
SDI Engagement.pdf

Page 1

Group 1: Form of Response

- 1.1 Confidential Treatment of Information - Is Respondent requesting confidential treatment of specific information? ★
 Yes/No
 Form 22 - RFP - ../Attachments/QuestionAttachments/RFP - Form 22 rev..pdf
- 1.2 A Respondent requesting confidential treatment of specific information shall: (1) fully complete and sign Part 2 of Form 22, (2) conspicuously mark the outside of its Proposal as containing confidential information, (3) mark each page upon which the Respondent believes confidential information appears and CLEARLY IDENTIFY EACH ITEM for which confidential treatment is requested; MARKING A PAGE IN THE PAGE MARGIN IS NOT SUFFICIENT IDENTIFICATION, and (4) submit a "Public Copy" from which the confidential information has been excised. ★
 File Upload
 Form 22 - RFP - ../Attachments/QuestionAttachments/RFP - Form 22 rev.(1).pdf
- 1.3 Respondent must attach separate Technical Proposal file. ★
 File Upload
- 1.4 Respondent must attach separate Cost Proposal file. ★
 File Upload
- 1.5 Respondent shall indicate if Artificial Intelligence (AI) was used in the creation of the proposal. ★
 Yes/No
- 1.6 Respondent shall indicate if Artificial Intelligence will be used in the rendering of services following this RFP. ★
 Yes/No

Group 2: Respondent Background Information

- 2.1 Enter the name, address and telephone number of the Respondent's representative to contact regarding all contractual and technical matters concerning the Proposal. ★
 Text (Multi-Line)
- 2.2 Enter the Respondent's contact name, address, telephone number, fax number and e-mail address including all d/b/a's or assumed names or other operating names of the Respondent and any local addresses and phone numbers. ★
 Text (Multi-Line)
- 2.3 Enter the Respondent's State or Foreign Country of Residence. ★
 Text (Single Line)
- 2.4 Respondent shall enter the Resident Preference given by the State or Foreign Country of the Respondent's residence. Enter the resident preference in the text box or indicate "no preference". ★
 Text (Single Line)
- 2.5 Enter the Respondent's Form of business entity, e.g., corporation, partnership, proprietorship, or LLC. ★
 Text (Single Line)
- 2.6 Enter the Respondent's state of incorporation, state of formation, or state of organization. ★
 Text (Single Line)

- 2.7 Respondent shall provide the location(s) including address and telephone numbers of the offices and other facilities that relate to the Respondent's performance under the terms of this RFP. ★
Text (Multi-Line)
- 2.8 Enter the number of employees employed by Respondent. ★
Text (Single Line)
- 2.9 Enter Respondent's type of business. ★
Text (Single Line)
- 2.10 Enter the name, contact information and qualifications of any subcontractors who will be involved with this project the Respondent proposes to use and the nature of the goods and/or services the subcontractor would perform. ★
Text (Multi-Line)

Group 3: Termination, Litigation, and Debarment

- 3.1 Has the Respondent had a contract for goods and/or services terminated for any reason? ★
Yes/No
- 3.2 If so, provide full details regarding the termination. ★
Text (Multi-Line)
- 3.3 Describe any damages or penalties assessed against or dispute resolution settlements entered into by Respondent under any existing or past contracts for goods and/or services. Provide full details regarding the circumstances, including dollar amount of damages, penalties and settlement payments. ★
Text (Multi-Line)
- 3.4 Provide a list and summary of all litigation or threatened litigation, administrative or regulatory proceedings, or similar matters to which the Respondent or its officers have been a party. ★
Text (Multi-Line)
- 3.5 Provide any irregularities discovered in any of the accounts maintained by the Respondent on behalf of others. Describe the circumstances and disposition of the irregularities. Failure to disclose these matters may result in rejection of the Proposal or termination of any subsequent Contract. The above disclosures are a continuing requirement of the Respondent. Respondent shall provide written notification to the Agency of any such matter commencing or occurring after submission of a Proposal, and with respect to the successful Respondent, following execution of the Contract. ★
Text (Multi-Line)

Group 4: Terms and Conditions

- 4.1 Respondent shall read the Terms and Conditions for SERVICES and enter a response. ★
Dropdown List (Pick One)
Respondent accepts the Terms & Conditions
Respondent has Exceptions to the Terms & Conditions
Respondent does NOT accept the Terms & Conditions
SERVICES Terms and Conditions 05.1.16 - ../Attachments/QuestionAttachments/SERVICES Terms and Conditions 05.1.16.pdf
- 4.2 Respondent shall read the Federal Terms and Conditions and enter a response. ★
Dropdown List (Pick One)
Respondent accepts the Terms & Conditions
Respondent has Exceptions with the Terms & Conditions
Respondent does NOT accept the Terms & Conditions
Terms and Conditions for Federal Compliance - ../Attachments/QuestionAttachments/Terms and Conditions for Federal Compliance.pdf

- 4.3 By submitting a Proposal, Respondent acknowledges its acceptance of the terms and conditions of the RFP and the General Terms and Conditions without change except as otherwise expressly stated in its Proposal. If the Respondent takes exception to a provision, it must identify it by page and section number, state the reason for the exception, and set forth in its Proposal the specific RFP or General Terms and Conditions language it proposes to include in place of the provision. If Respondent's exceptions or responses materially alter the RFP, or if the Respondent submits its own terms and conditions or otherwise fails to follow the process described herein, the Agency may reject the Proposal, in its sole discretion. ★
- Dropdown List (Pick One)
- Respondent agrees
 - Respondent does NOT agree to the Terms
 - Respondent agrees and will submit Exceptions
- 4.4 The Respondent hereby explicitly authorizes the Agency to conduct criminal history and/or other background investigation(s) of the Respondent, its officers, directors, shareholders, partners and managerial and supervisory personnel who will be involved in the performance of the Contract. ★
- Dropdown List (Pick One)
- Respondent Agrees
 - Respondent does NOT agree to the Terms
 - Respondent agrees and will submit Exceptions
- 4.5 The Respondent shall guarantee the goods and/or services offered in the Proposal are currently available and that all Proposal terms, including price, will remain firm for the number days indicated on the RFP cover sheet following the deadline for submitting Proposals. ★
- Dropdown List (Pick One)
- Respondent agrees
 - Respondent does NOT agree to the Terms
 - Respondent agrees and will submit Exceptions
- 4.6 Awarded Respondent will be required to register to do business in Iowa before payments can be made. ★
For Contractor registration documents, go to:
<https://das.iowa.gov/procurement/vendors/how-do-business>
Yes/No