

**CONTRACT BETWEEN THE STATE AND A
STATE EDUCATIONAL INSTITUTION
#0000000000000000000099823**

This Contract (the "**Contract**"), entered into by and between Indiana Family & Social Services Administration, Division of Disability and Rehabilitative Services (the "**State**" or "**FSSA**" or "**DDRS**") and Trustees of Indiana University (the "**State Educational Institution**," an institution referred to in IC § 21-7-13-32(b)), is executed pursuant to the terms and conditions set forth herein. In consideration of those mutual undertakings and covenants, the parties agree as follows:

1. Duties of the State Educational Institution.

- A. The State Educational Institution shall develop and provide the First Steps System for Personnel Development, Training, and Technical Assistance (referred to as "Professional Development System") as required in 34 CFR 303.118 and further detailed in **EXHIBIT 1 – SCOPE OF WORK**, and **EXHIBIT 2 – NEWSLETTER ARTICLES**, which are attached hereto and incorporated fully herein.
- B. Time is of the essence in connection with the performance of the Services.

2. Consideration.

The State Educational Institution will be paid as detailed on **EXHIBIT 3 – BUDGET**, which is attached hereto and incorporated fully herein, for performing the duties set forth above. Total remuneration under this Contract shall not exceed **\$2,008,897.92**.

3. Term.

This Contract shall be effective for a period of **4 years**. It shall commence on **July 01, 2026** and shall remain in effect through **June 30, 2030** (collectively, the "Term").

4. "Separateness" of Contracts between the Parties.

The State acknowledges and agrees that because of the unique nature of State Educational Institutions, the duties and responsibilities of "the State Educational Institution" in these Standard Conditions for Contracts between the State of Indiana and State Institutions and in any contract for professional services are specific to the department or unit of the State Educational Institution. The existence or status of any one contract between the State and the State Educational Institution shall have no impact on the execution or performance of any other contract and shall not form the basis for termination of any other contract by either party.

5. Access to Records.

The State Educational Institution and its subcontractors, if any, shall maintain all books, documents, papers, accounting records, and other evidence pertaining to all costs incurred under this Contract. They shall make such materials available at their respective offices at all reasonable times during this Contract term, and for three (3) years from the date of final payment under this Contract, for inspection by the State or its authorized designees. Copies shall be furnished at no cost to the State if requested.

6. Assignment; Successors.

The State Educational Institution binds its successors and assignees to all the terms and conditions of this Contract. The State Educational Institution shall not assign or subcontract the

whole or any part of this Contract without the State's prior written consent. The State Educational Institution may assign its right to receive payments to such third parties as the State Educational Institution may desire without the prior written consent of the State, provided that the State Educational Institution gives written notice (including evidence of such assignment) to the State thirty (30) days in advance of any payment so assigned. The assignment shall cover all unpaid amounts under this Contract and shall not be made to more than one party.

7. Audits.

The State Educational Institution acknowledges that it may be required to submit to an audit of funds paid through this Contract. Any such audit shall be conducted in accordance with IC § 5-11-1, *et seq.* and audit guidelines specified by the State and all applicable provisions of 2 C.F.R. 200.

The State considers the State Educational Institution to be a "Contractor" under 2 C.F.R. 200.331 for purposes of this Contract. However, if it is determined that the State Educational Institution is a "subrecipient" and if required by applicable provisions of 2 C.F.R. 200 (Uniform Administrative Requirements, Cost Principles, and Audit Requirements), the State Educational Institution shall arrange for a financial and compliance audit which complies with 2 C.F.R. 200.500 *et seq.*

8. Authority to Bind the State Educational Institution.

The signatory for the State Educational Institution represents that he/she has been duly authorized to execute this Contract on behalf of the State Educational Institution and has obtained all necessary or applicable approvals to make this Contract fully binding upon the State Educational Institution when his/her signature is affixed, and certifies that this Contract is not subject to further acceptance by the State Educational Institution when accepted by the State.

9. Compliance with Laws

- A. The State Educational Institution shall comply with all applicable federal, state and local laws, rules, regulations and ordinances, and all provisions required thereby to be included herein are hereby incorporated by reference. The enactment of any state or federal statute or the promulgation of rules or regulations thereunder after execution of this Contract shall be reviewed by the State and the State Educational Institution to determine whether the provisions of this Contract require formal modification.
- B. The State Educational Institution and its agents shall abide by all ethical requirements that apply to persons who have a business relationship with the State as set forth in IC § 4-2-6, *et seq.*, IC § 4-2-7, *et seq.* and the regulations promulgated thereunder. **If the State Educational Institution has knowledge, or would have acquired knowledge with reasonable inquiry, that a state officer, employee, or special state appointee, as those terms are defined in IC § 4-2-6-1, has a financial interest in the Contract, the State Educational Institution shall ensure compliance with the disclosure requirements in IC § 4-2-6-10.5 prior to the execution of this contract.** If the State Educational Institution is not familiar with these ethical requirements, the State Educational Institution should refer any questions to the Indiana State Ethics Commission, or visit the Inspector General's website at <http://www.in.gov/ig/>. If the State Educational Institution or its agents violate any applicable ethical standards, the State may, in its sole discretion, terminate this Contract immediately upon notice to the State Educational Institution. In addition, the State Educational Institution may be subject to penalties under IC §§ 4-2-6, 4-2-7, 35-44.1-1-4, and under any other applicable laws.
- C. The State Educational Institution certifies by entering into this Contract, that it is not presently in arrears in payment of its taxes, permit fees or other statutory, regulatory or judicially required payments to the State. The State Educational Institution agrees that further work may be withheld, delayed, or denied and/or this Contract suspended until the State

Educational Institution is current in its payments and has submitted proof of such payment to the State.

- D. The State Educational Institution warrants that it has no current, pending or outstanding criminal, civil, or enforcement actions initiated by the State.
- E. Pursuant to IC § 5-22-3-1, the State and the State Educational Institution shall act in good faith in connection with the performance or administration of or any negotiations undertaken in accordance with or with respect to this Contract.
- F. The State Educational Institution warrants that the State Educational Institution and its subcontractors, if any, shall obtain and maintain all required permits, licenses, and approvals, as well as comply with all health, safety, and environmental statutes, rules, or regulations in the performance of work activities for the State. Failure to do so may be deemed a material breach of this Contract and grounds for immediate termination and denial of further work with the State.
- G. The State Educational Institution agrees that the State may confirm, at any time, that no liabilities exist to the State, and, if such liabilities are discovered, that the State may bar the State Educational Institution from contracting with the State in the future and cancel existing contracts.
- H. As required by IC §5-22-3-7:

(1) The Contractor and any principals of the Contractor certify that:

(A) the Contractor, except for de minimis and nonsystematic violations, has not violated the terms of:

(i) IC §24-4.7 [Telephone Solicitation Of Consumers];

(ii) IC §24-5-12 [Telephone Solicitations]; or

(iii) IC §24-5-14 [Regulation of Automatic Dialing Machines];

in the previous three hundred sixty-five (365) days, even if IC § 24-4.7 is preempted by federal law; and

(B) the Contractor will not violate the terms of IC § 24-4.7 for the duration of the Contract, even if IC §24-4.7 is preempted by federal law.

(2) The Contractor and any principals of the Contractor certify that an affiliate or principal of the Contractor and any agent acting on behalf of the Contractor or on behalf of an affiliate or principal of the Contractor, except for de minimis and nonsystematic violations,

(A) has not violated the terms of IC § 24-4.7 in the previous three hundred sixty-five (365) days, even if IC §24-4.7 is preempted by federal law; and

(B) (will not violate the terms of IC § 24-4.7 for the duration of the Contract, even if IC §24-4.7 is preempted by federal law.

10. Confidentiality of Data, Property Rights in Products, Copyright Prohibition and Ownership of Documents and Materials.

- A. Publication and dissemination of the project results are of fundamental importance to both the State and the State Educational Institution. The State Educational Institution is free to publish

in academic journals, present at symposia, or use any results arising out of the performance of this Contract for its own internal instructional and research, or publication (i.e. graduate theses and dissertations) objectives. Any publications or presentations referencing the State shall be made in accordance with this Article.

- B. The parties agree that all information, data, findings, recommendations, proposals, by whatever name described and in whatever form secured, developed, written or produced by the State Educational Institution in furtherance of this Contract shall be available to the State for its use and distribution at its discretion without additional charge to State. The State Educational Institution shall take such action as is necessary under law to preserve such rights in and of the State while such property is within the control and/or custody of the State Educational Institution. Full, immediate, and unrestricted access to the work product of the State Educational Institution during the term of this Contract shall be available to the State.
- C. Use of these materials, other than related to Contract performance by the State Educational Institution, that includes any reference to the State, without the prior written consent of the State, is prohibited. For any purposes outside those contemplated by this Contract, and for which the State's participation will be referenced, the State shall have the right of review and approval of the use, disclosure, and the finished product prior to its publication. All such requests shall be made in writing and delivered to the Agency Head or his/her designee. The State shall have sixty (60) days to review such requests and will respond in writing to the State Educational Institution. If the State has not responded within sixty (60) days, the request will be deemed approved.
- D. The State Educational Institution and the State agree that the distribution of proceeds from any commercial licenses for patentable or copyrightable material developed as a result of this Contract, other than publications and presentations outlined in the preceding paragraph, shall be negotiated by the parties and shall be representative of the input of each party.

11. Confidentiality of State Information.

The State Educational Institution understands and agrees that data, materials, and information disclosed to the State Educational Institution may contain confidential and protected information. Therefore, except to the extent required by the Indiana Access to Public Records Act, IC § 5-14-3, the State Educational Institution covenants that data, material and information gathered, based upon or disclosed to the State Educational Institution for the purpose of this Contract, and specifically identified as confidential information by the State, will not be disclosed to or discussed with third parties without the prior written consent of the State.

12. Debarment and Suspension.

- A. The State Educational Institution certifies by entering into this Contract that it is not presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from entering into this Contract by any federal agency or by any department, agency or political subdivision of the State. The term "principal" for purposes of this Contract means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the State Educational Institution.
- B. The State Educational Institution certifies that it has verified the suspension and debarment status for all subcontractors receiving funds under this Contract and shall be solely responsible for any recoupments or penalties that might arise from non-compliance. The State Educational Institution shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed under this Contract.

13. Default by State.

If the State, sixty (60) days after receipt of written notice, fails to correct or cure any breach of this Contract, the State Educational Institution may cancel and terminate this Contract and institute the appropriate measures to collect monies due up to and including the date of termination.

14. Disputes

- A. In the event that any dispute arises with respect to this Contract, the State Educational Institution and the State agree to act immediately to resolve such disputes. Time is of the essence in the resolution of disputes.
- B. If a valid dispute exists as to the State Educational Institution's liability or guilt in any action initiated by the State or its agencies, and the State decides to delay, withhold, or deny work to the State Educational Institution, the State Educational Institution may request that it be allowed to continue, or receive work, without delay. In any event the State Educational Institution agrees that, notwithstanding the existence of a dispute, it will continue without delay to carry out all of its responsibilities under this Contract that are not affected by the dispute. Should the State Educational Institution fail to continue to perform its responsibilities regarding all non-disputed work, without delay, any additional costs incurred by the State or the State Educational Institution as a result of such failure to proceed shall be borne by the State Educational Institution, and the State Educational Institution shall make no claim against the State for such costs. Any payments that the State may delay, withhold, deny, or apply under this subparagraph shall not be subject to penalty or interest, except as permitted by IC § 5-17-5.
- C. If the parties are unable to resolve a contract dispute between them after good faith attempts to do so, a dissatisfied party shall submit the dispute to the Commissioner of the Indiana Department of Administration (the "IDOA") for resolution, except as otherwise provided in the Funding Cancellation and Termination for Convenience paragraphs. The dissatisfied party shall give written notice to the Commissioner of the IDOA (the "Commissioner") and the other party. The notice shall include: (1) a description of the disputed issues, (2) the efforts made to resolve the dispute, and (3) a proposed resolution. The Commissioner shall promptly issue a Notice setting out documents and materials to be submitted to the Commissioner in order to resolve the dispute. The notice may also afford the parties the opportunity to make presentations and enter into further negotiations. Within thirty (30) business days of the conclusion of the final presentations, the Commissioner shall issue a written decision and furnish it to both parties. The Commissioner's decision shall be the final and conclusive administrative decision unless either party serves on the Commissioner and the other party, within ten business days after receipt of the Commissioner's decision, a written request for reconsideration and modification of the written decision. If the Commissioner does not modify the written decision within thirty (30) business days, either party may take such other action helpful to resolving the dispute, including submitting the dispute to an Indiana court of competent jurisdiction. If the parties accept the Commissioner's decision, it may be memorialized as a written amendment to this Contract if appropriate.
- D. The State may withhold payments on disputed items pending resolution of the dispute. The unintentional nonpayment by the State to the State Educational Institution of one or more invoices not in dispute in accordance with the terms of this Contract will not be cause for the State Educational Institution to terminate this Contract, and the State Educational Institution may bring suit to collect these amounts without following the disputes procedure contained herein.
- E. With the written approval of the Commissioner, the parties may agree to forego the process described in subparagraph C, relating to submission of the dispute to the Commissioner.

- F. This paragraph shall not be construed to abrogate provisions of IC § 4-6-2-11 in situations where dispute resolution efforts lead to a compromise of claims in favor of the State as described in that statute. In particular, releases or settlement agreements involving releases of legal claims or potential legal claims of the State should be processed consistent with IC § 4-6-2-11, which requires approval of the Governor and Attorney General.

15. Employment Eligibility Verification.

As a condition precedent to entering this contract, and as required by IC § 22-5-1.7 and Executive Order 25-29, the State Educational Institution swears or affirms under the penalties of perjury that the State Educational Institution has not knowingly employed, and will not knowingly employ, an unauthorized alien. The State Educational Institution further affirms that:

- A. The State Educational Institution has enrolled in, and verified the work eligibility status of all his/her/its employees through, the E-Verify program as defined in IC § 22-5-1.7-3. The State Educational Institution is not required to participate should the E-Verify program cease to exist. Additionally, the State Educational Institution is not required to participate if the State Educational Institution is self-employed and does not employ any employees.
- B. The State Educational Institution has not knowingly employed or contracted with, and shall not knowingly employ or contract with, an unauthorized alien. The State Educational Institution has not retained, and shall not retain, an employee, and has not contracted and shall not contract with a person, that the State Educational Institution subsequently learned or learns is an unauthorized alien.
- C. The State Educational Institution has required and shall require his/her/its subcontractors, who perform work under this Contract, to certify to the State Educational Institution that the subcontractor does not knowingly employ or contract with an unauthorized alien and that the subcontractor has enrolled and is participating in the E-Verify program. The State Educational Institution agrees to maintain this certification throughout the duration of the term of a contract with a subcontractor and to provide any and all such certifications to the State promptly upon request.

The State may terminate this agreement for default if the State Educational Institution fails to cure a breach of this provision no later than thirty (30) days after being notified by the State.

16. FERPA Compliance.

If the State Educational Institution is an "educational agency or institution" as that term is defined by the Family Educational Rights and Privacy Act (FERPA), 20 USC 1232g, 34 CFR 99.1, and this Contract involves "personally identifiable information," as defined at 34 CFR 99.3, the State Educational Institution covenants that it will appropriately safeguard from unauthorized disclosure to third parties any "personally identifiable information" with respect to a student.

17. Force Majeure.

In the event that either party is unable to perform any of its obligations under this Contract or to enjoy any of its benefits because of natural disaster or decrees of governmental bodies not the fault of the affected party (hereinafter referred to as a "Force Majeure Event"), the party who has been so affected shall immediately or as soon as is reasonably possible under the circumstances give notice to the other party and shall do everything possible to resume performance. Upon receipt of such notice, all obligations under this Contract shall be immediately suspended. If the period of nonperformance exceeds thirty (30) days from the receipt of notice of the Force Majeure Event, the party whose ability to perform has not been so affected may, by giving written notice, terminate this Contract.

18. Funding Cancellation.

- A. As required by Financial Management Circular 3.3 and IC § 5-22-17-5, when the Director of the State Budget Agency makes a written determination that funds are not appropriated or otherwise available to support continuation of performance of this Contract, this Contract shall be canceled. A determination by the Director of the State Budget Agency that funds are not appropriated or otherwise available to support continuation of performance shall be final and conclusive. The date of such written determination shall be the effective date of the cancellation.
- B. If the funds specified in this Contract for paying the State Educational Institution come solely from sources other than State funds and the State Budget Agency or **[insert title of chief officer of the state agency entering into this Contract]** makes a written determination that there are no longer any available funds from such sources to support continuation of performance of this Contract, this Contract shall be canceled. A determination by the State Budget Agency or such officer of the State that such funds are not otherwise available to support continuation of performance shall be final and conclusive. The date of such written determination shall be the effective date of cancellation.
- C. The State Educational Institution shall be compensated for completed supplies properly delivered, if any, and Services properly rendered prior to the effective date of cancellation. The State will not be liable for supplies delivered or Services performed after the effective date of cancellation. The State Educational Institution and the State shall agree on the amount of payment for such supplies delivered and accepted. The State may withhold from these amounts any sum the State determines to be necessary to protect the State against loss because of outstanding liens or claims of former lien holders. Failure to agree on any item in this subparagraph constitutes a dispute under the Disputes paragraph. With the exception of any item in this subparagraph on which the State Educational Institution and the State fail to agree, no other item in this paragraph shall constitute a dispute under the Disputes paragraph.

19. Governing Law.

This Contract shall be governed, construed, and enforced in accordance with the laws of the State of Indiana, without regard to its conflict of laws rules. Suit, if any, must be brought in the State of Indiana.

20. HIPAA Compliance.

If this Contract involves services, activities or products subject to the Health Insurance Portability and Accountability Act of 1996 (HIPAA), the State Educational Institution covenants that it will appropriately safeguard Protected Health Information (defined in 45 CFR 160.103), and agrees that it is subject to, and shall comply with, the provisions of 45 CFR 164 Subpart E regarding use and disclosure of Protected Health Information.

21. Independent Contractor; Workers' Compensation Insurance.

The State Educational Institution is performing as an independent entity under this Contract. No part of this Contract shall be construed to represent the creation of an employment, agency, partnership or joint venture agreement between the parties. Neither party will assume liability for any injury (including death) to any persons, or damage to any property, arising out of the acts or omissions of the agents, employees or subcontractors of the other party. The State Educational Institution shall provide all necessary unemployment and workers' compensation insurance for the State Educational Institution's employees, and shall provide the State with a Certificate of Insurance evidencing such coverage prior to starting work under this Contract.

22. Indiana Veteran Owned Small Business Enterprise Compliance.

Award of this Contract was based, in part, on the Indiana Veteran Owned Small Business Enterprise ("IVOSB") participation plan, as detailed in the IVOSB Subcontractor Commitment Form, commonly referred to as "Attachment A-1" in the procurement documentation and incorporated by reference herein. Therefore, any changes to this information during the Contract term must be approved by IDOA's Division of Supplier Diversity and may require an amendment. It is the State's expectation that the State Educational Institution will meet the subcontractor commitments during the Contract term. The following certified IVOSB subcontractor(s) will be participating in this Contract:

IVOSB	PHONE	COMPANY NAME	SCOPE OF PRODUCTS and/or SERVICES	UTILIZATION DATE	PERCENT
IVOSB	317-614-5526	Plan B Marketing, Inc	Promotional Videos	July 1, 2026 – end of contract	3.086%

A copy of each subcontractor agreement must be submitted to the Division of Supplier Diversity within thirty (30) days of the effective date of this Contract. The subcontractor agreements may be uploaded into Pay Audit (Indiana's subcontractor payment auditing system), emailed to IndianaVeteransPreference@idoa.IN.gov, or mailed to IDOA, 402 W. Washington Street, Room W-462, Indianapolis, IN 46204. Failure to provide a copy of any subcontractor agreement may be deemed a violation of the rules governing IVOSB procurement and may result in sanctions allowable under 25 IAC 9-5-2. Requests for changes must be submitted to IndianaVeteransPreference@idoa.IN.gov for review and approval before changing the participation plan submitted in connection with this Contract.

The State Educational Institution shall report payments made to certified IVOSB subcontractors under this Contract on a monthly basis using Pay Audit. The State Educational Institution shall notify subcontractors that they must confirm payments received from the State Educational Institution in Pay Audit. The Pay Audit system can be accessed on the IDOA webpage at: www.in.gov/idoa/mwbe/payaudit.htm. The State Educational Institution may also be required to report IVOSB certified subcontractor payments directly to the Division of Supplier Diversity, as reasonably requested and in the format required by the Division of Supplier Diversity.

The State Educational Institution's failure to comply with the provisions in this clause may be considered a material breach of the Contract.

23. Information Technology Enterprise Architecture Requirements.

If this Contract involves information technology-related products or services, the State Educational Institution agrees that all such products or services are compatible with any of the technology standards found at <https://www.in.gov/iot/policies-procedures-and-standards/> that are applicable, including the assistive technology standard. The State may terminate this Contract for default if the terms of this paragraph are breached.

24. Minority and Women's Business Enterprises Compliance.

Award of this Contract was based, in part, on the Minority and/or Women's Business Enterprise ("MBE" and/or "WBE") participation plan as detailed in the Minority and Women's Business Enterprises Subcontractor Commitment Form, commonly referred to as "Attachment A" in the procurement documentation and incorporated by reference herein. Therefore, any changes to this information during the Contract term must be approved by Division of Supplier Diversity and may require an amendment. It is the State's expectation that the State Educational Institution will meet the subcontractor commitments during the Contract term.

The following Division of Supplier Diversity certified MBE and/or WBE subcontractors will be participating in this Contract:

MBE/WBE	PHONE	COMPANY NAME	SCOPE OF PRODUCTS and/or SERVICES	UTILIZATION DATE	PERCENT
MBE	615-777-1500	Guy Brown LLC	Office Supplies	July 1, 2026 – end of contract	0.199%
WBE	317-324-4070	Transform Consulting Group	Consulting	July 1, 2026 – end of contract	5.476%
MBE	317-947-0608	Virtuoso Education Consulting, LLC	Education Consulting	July 1, 2026 – end of contract	3.982%
WBE	317-446-0951	Eloquence Language Services	Language Services	July 1, 2026 – end of contract	8.064%

A copy of each subcontractor agreement must be submitted to the Division of Supplier Diversity within thirty (30) days of the effective date of this Contract. The subcontractor agreements may be uploaded into Pay Audit (Indiana's subcontractor payment auditing system), emailed to MWBECompliance@idoa.IN.gov, or mailed to Division of Supplier Diversity, 402 W. Washington Street, Room W-462, Indianapolis IN 46204. Failure to provide a copy of any subcontractor agreement may be deemed a violation of the rules governing MBE/WBE procurement and may result in sanctions allowable under 25 IAC 5-7-8. Requests for changes must be submitted to MWBECompliance@idoa.IN.gov for review and approval before changing the participation plan submitted in connection with this Contract.

The State Educational Institution shall report payments made to Division of Supplier Diversity certified subcontractors under this Contract on a monthly basis using Pay Audit. The State Educational Institution shall notify subcontractors that they must confirm payments received from the State Educational Institution in Pay Audit. The Pay Audit system can be accessed on the IDOA webpage at: www.in.gov/idoa/mwbe/payaudit.htm. The State Educational Institution may also be required to report Division of Supplier Diversity certified subcontractor payments directly to the Division, as reasonably requested and in the format required by the Division of Supplier Diversity.

The State Educational Institution's failure to comply with the provisions in this clause may be considered a material breach of the Contract.

25. Nondiscrimination.

Pursuant to the Indiana Civil Rights Law, specifically IC § 22-9-1-10, and in keeping with the purposes of the federal Civil Rights Act of 1964, the Age Discrimination in Employment Act, and the Americans with Disabilities Act:

- A. The State Educational Institution covenants that it shall not discriminate against any employee or applicant for employment relating to this Contract with respect to the hire, tenure, terms, conditions or privileges of employment or any matter directly or indirectly related to employment, because of the employee's or applicant's race, color, national origin, religion, sex, age, disability, ancestry, status as a veteran, or any other characteristic protected by federal, state, or local law ("Protected Characteristics"). The State Educational Institution certifies compliance with applicable federal laws, regulations, and executive orders prohibiting discrimination based on the Protected Characteristics in the provision of services. Breach of this subparagraph may be regarded as a material breach of this Contract, including for purposes of Indiana Code § 5-11-5.5-2, but nothing in this paragraph shall be construed to

imply or establish an employment relationship between the State and any applicant or employee of the State Educational Institution or any subcontractor.

- B. State Educational Institution covenants that it does not and shall not operate any programs or engage in any practices promoting Diversity, Equity, and Inclusion (DEI), or other similar goals, that violate Indiana or Federal Civil Rights Laws by treating a person differently on the basis of race or sex, such as by considering race or sex when making recruitment, hiring, disciplinary, promotion, or employment decisions; requiring employees to participate in training or educational programs that employ racial or sex stereotypes; or attempting to achieve racial or sex balancing in the State Educational Institution's workforce. The Parties agree that a breach of this subparagraph is a material breach of this Contract, including for purposes of Indiana Code § 5-11-5.5-2, but nothing in this paragraph shall be construed to imply or establish an employment relationship between the State and any applicant or employee of the State Educational Institution or any subcontractor.

26. Notice to Parties.

- A. Whenever any notice, statement or other communication is required under this Contract, it will be sent by E-mail or first class U.S. mail service to the following addresses, unless otherwise specifically advised.

1. Notices to the State shall be sent to:

Christina Commons
Indiana Family and Social Services Administration, Division of Disability and
Rehabilitative Services
Director, Bureau of Childhood Development Services
402 West Washington Street, W453, MS-51
Indianapolis, IN 46204
317-234-1142
E-mail: christina.common@fssa.in.gov

2. Notices to the State Educational Institution shall be sent to:

Research Contracting
Trustees of Indiana University
Office for Research Administration
509 East 3rd Street
Bloomington, IN 47401-3654
317-278-3473
E-mail: IUaward@iu.edu

3. Unless the sending party has actual knowledge that a Notice was not received by the intended recipient, a Notice shall be deemed to have been given as of the date (a) when personally delivered; (b) when sent in the case of an email properly addressed; (c) three (3) days after the date deposited with the United States mail properly addressed; or (d) the next day when delivered during business hours to an overnight delivery service, properly addressed and prior to such delivery service's cut off time for next day delivery. The parties acknowledge that Notices delivered by facsimile shall not be effective.

- B. As required by IC § 4-13-2-14.8, payments to the State Educational Institution shall be made via electronic funds transfer in accordance with instructions filed by the State Educational Institution with the Indiana State Comptroller.

27. Order of Precedence; Incorporation by Reference.

Any inconsistency or ambiguity in this Contract shall be resolved by giving precedence in the following order: (1) this Contract, (2) attachments prepared by the State, (3) RFP #25-84140, (4) State Educational Institution's response to RFP #25-84140, and (5) attachments prepared by the State Educational Institution. All attachments, and all documents referred to in this paragraph, are hereby incorporated fully by reference.

28. Payments.

All payments shall be made thirty five (35) days in arrears in conformance with State fiscal policies and procedures and, as required by IC § 4-13-2-14.8, the direct deposit by electronic funds transfer to the State Educational Institution in writing. No payments will be made in advance of receipt of the goods or services that are the subject of this Contract except as permitted by IC § 4-13-2-20.

29. Renewal Option.

This Contract may be renewed under the same terms and conditions, subject to the approval of the Commissioner of the Department of Administration and the State Budget Director in compliance with IC § 5-22-17-4. The term of the renewed contract may not be longer than the term of the original Contract.

30. Severability.

The invalidity of any section, subsection, clause or provision of this Contract shall not affect the validity of the remaining sections, subsections, clauses or provisions of this Contract.

31. Taxes.

The State is exempt from state, federal and local taxes. The State will not be responsible for any taxes levied on the State Educational Institution as a result of this Contract.

32. Termination for Convenience.

- A. This Contract may be terminated, in whole or in part, by the State, which shall include and is not limited to the IDOA and the State Budget Agency whenever, for any reason, the State determines that such termination is in its best interest. Termination of the delivery of supplies, if any, or the rendering of Services shall be effected by delivery to the State Educational Institution of a termination notice at least thirty (30) days prior to the effective date of termination, specifying the extent to which the delivery of such supplies and the performance of such Services under such termination becomes effective. In connection with the delivery of such termination notice, the State shall send a copy thereof to the Commissioner.
- B. The State Educational Institution shall be compensated for supplies properly delivered, if any, and Services properly rendered prior to the effective date of termination. The State will not be liable for supplies delivered or Services performed after the effective date of termination. The State Educational Institution and the State shall agree on the amount of payment for such supplies delivered and accepted and for the protection and preservation of the property. The State may withhold from these amounts any sum the State determines to be necessary to protect the State against loss because of outstanding liens or claims of former lien holders. The State Educational Institution shall be compensated for supplies properly delivered and Services provided in accordance with this Contract, but in no case shall the total payment made to the State Educational Institution exceed the original contract price or shall any price increase be allowed on individual line items, if any such supplies or Services were canceled

only in part prior to the original termination date. Failure to agree on any item in this subparagraph constitutes a dispute under the Disputes paragraph.

- C. For the purposes of this paragraph, the parties stipulate and agree that IDOA shall also be deemed to be a party to this Contract with authority to terminate the same for convenience when such termination is determined by the Commissioner to be in the best interests of the State. With the exception of any item in subparagraph B, no other item in this paragraph shall constitute a dispute under the Disputes paragraph.
- D. The rights and remedies of the State in this paragraph are in addition to any other rights and remedies provided by law or equity or under this Contract.

33. Termination for Default.

- A. With the provision of thirty (30) days' notice to the State Educational Institution, the State may terminate this Contract in whole or in part if the State Educational Institution fails to:
 - 1. correct or cure any breach of this Contract; the time to correct or cure the breach may be extended beyond thirty (30) days if the State determines progress is being made and the extension is agreed to by the parties;
 - 2. deliver the supplies, if any, or perform the Services within the time specified in this Contract or any extension thereof;
 - 3. make progress so as to endanger performance of this Contract; or perform any of the other provisions of this Contract.

In connection with the delivery of such notice, the State shall send a copy thereof to the Commissioner.

- B. State acquisition of supplies - *Deleted*.
- C. Compensation for supplies - *Deleted*.
- D. The rights and remedies of the State in this paragraph are in addition to any other rights and remedies provided by law or equity or under this Contract.

34. Travel.

No expenses for travel will be reimbursed unless specifically authorized by this Contract. Permitted expenses will be reimbursed at the rate paid by the State and in accordance with the *Indiana Department of Administration Travel Policy and Procedures* in effect at the time the expenditure is made. Out-of-state travel requests must be reviewed by the State for availability of funds and for conformance with *Travel Policy* guidelines.

35. Waiver of Rights.

No right conferred on either party under this Contract shall be deemed waived, and no breach of this Contract excused, unless such waiver is in writing and signed by the party claimed to have waived such right

36. Warranty.

The State Educational Institution warrants and guarantees that the Services provided pursuant to this Contract shall conform in all material respects with the specifications set forth in paragraph 1.A of this Contract, and will be: (A) free of any claim of infringement, misappropriation, unfair

competition, or violation of any third party intellectual property right; (B) created and delivered in accordance with applicable laws and industry standards and practices; and (C) fully tested in accordance with the State's quality assurance testing process, if applicable. This warranty will extend for a period of one year from the date of the completion of Services. All work not conforming to this Contract and related specifications may be considered defective. The warranties and guarantees provided in this paragraph and elsewhere in this Contract, if any, shall be in addition to and not in limitation of any other warranty or guarantee or remedy provided in this Contract or otherwise prescribed by law. In addition to the State's quality assurance testing process, if applicable, the State Educational Institution, with representatives of the State, shall, at the discretion of the State, review the work completed nine (9) months after the date of the completion of Services to determine any work not in compliance with the Contract. The State Educational Institution shall correct such non-complying work prior to the expiration of the one-year warranty.

37. Work Standards.

The State Educational Institution shall execute its responsibilities by following and applying at all times the highest professional and technical guidelines and standards. If the State becomes dissatisfied with the work product of or the working relationship with those individuals assigned to work on this Contract, the State may request in writing the replacement of any or all such individuals.

38. State Boilerplate Affirmation Clause.

The State Educational Institution affirms under the penalties of perjury that it has not altered, modified, changed or deleted the State's standard contract clauses (as contained in the *most current State of Indiana SCM Template*) in any way except as follows:

33. Termination for Default – *Parts B & C Deleted.*

Non-Collusion and Acceptance

The undersigned attests, subject to the penalties for perjury, that the undersigned is the State Educational Institution, or that the undersigned is the properly authorized representative, agent, member or officer of the State Educational Institution. Further, to the undersigned's knowledge, neither the undersigned nor any other member, employee, representative, agent or officer of the State Educational Institution, directly or indirectly, has entered into or been offered any sum of money or other consideration for the execution of this Contract other than that which appears upon the face hereof. **Furthermore, if the undersigned has knowledge that a state officer, employee, or special state appointee, as those terms are defined in IC § 4-2-6-1, has a financial interest in the Contract, the State Educational Institution attests to compliance with the disclosure requirements in IC § 4-2-6-10.5.**

Agreement to Use Electronic Signatures

I agree, and it is my intent, to sign this Contract by accessing State of Indiana Supplier Portal using the secure password assigned to me and by electronically submitting this Contract to the State of Indiana. I understand that my signing and submitting this Contract in this fashion is the legal equivalent of having placed my handwritten signature on the submitted Contract and this affirmation. I understand and agree that by electronically signing and submitting this Contract in this fashion I am affirming to the truth of the information contained therein. I understand that this Contract will not become binding on the State until it has been approved by the Department of Administration, the State Budget Agency, and the Office of the Attorney General, which approvals will be posted on the Active Contracts Database: <https://secure.in.gov/apps/idoa/contractsearch/>.

In Witness Whereof, the State Educational Institution and the State have, through their duly authorized representatives, entered into this Contract. The parties, having read and understood the foregoing terms of this Contract, do by their respective signatures dated below agree to the terms thereof.

Trustees of Indiana University

DocuSigned by:
By: *Amy O'Hair*
ED62E77323FF49C...

Indiana Family & Social Services Administration
Division of Disability and Rehabilitative Services

DocuSigned by:
By: *Kelly Coleen Mitchell*
28B0265524AB48A...

Title: *Senior Contract Officer* (N.234843/0910437) Director of DDRS

Date: *4/21/2026* | 07:50 EDT

Date: *4/21/2026* | 08:09 EDT

Electronically Approved by: Department of Administration By: _____ (for) Brandon Clifton, Commissioner	
Electronically Approved by: State Budget Agency By: _____ (for) Chad Ranney, State Budget Director	Electronically Approved as to Form and Legality by: Office of the Attorney General By: _____ (for) Theodore E Rokita, Attorney General

EXHIBIT 1 SCOPE OF WORK

State of Indiana First Steps System for Professional Development, Training, and Technical Assistance

I. EXECUTIVE SUMMARY

The First Steps System for Professional Development, Training, and Technical Assistance (hence forth referred to as 'Professional Development System') is a component of Indiana's Comprehensive System of Personnel Development as required in 34 CFR 303.118. The Professional Development System provides a mechanism for the Family and Social Services Administration (FSSA), Division of Disability and Rehabilitative Services (DDRS), Bureau of Child Development Services (BCDS)/First Steps (FS) to coordinate training efforts into a comprehensive system of technical assistance for personnel supporting infants, toddlers, and their families engaged with the First Steps program.

The Professional Development System supports the statewide coordination of training opportunities related to the provision of early intervention to young children and their families and provides greater access to learning opportunities for service providers. The Professional Development System shall enhance the capacity of all First Steps personnel at the local level through access to national and local experts, national technical assistance centers, professional organizations, evidence-based practices, research, and early intervention related resources. The activities, training, and technical assistance provided by the Professional Development System shall support Indiana's State Systemic Improvement Plan (SSIP) and general supervision system.

This Scope of Work encompasses three components: **Professional Development, Tiered Technical Assistance**, the **Governor's Interagency Coordinating Council (ICC)**, and **Coordination**. The Contractor shall be responsible for meeting all requirements outlined in each of the three components mentioned and providing high-quality, innovative services that will improve Indiana's First Steps program. The Contractor shall take initiative in seeking out the latest research-based best practices and incorporate those into training courses and webinars. The Contractor is encouraged to be forward-thinking and bring innovative topics and ideas to BCDS.

II. BACKGROUND AND CURRENT STATE

First Steps is Indiana's early intervention program, authorized under Part C of the Individuals with Disabilities Education Act (IDEA), which brings together families and professionals from education, health, and social service agencies to provide eligible infants and toddlers and their families with an array of local early intervention services and support.

III. SCOPE OF WORK

The Contractor shall deliver services across four components — Professional Development, Tiered Technical Assistance, ICC Coordination, and General Contract Requirements — and is responsible for all requirements in each component to improve the First Steps program statewide.

a. OBJECTIVES OF ENGAGEMENT

- Enhance the capacity of First Steps personnel through access to experts, evidence-based practices, research, and early intervention resources.
- Coordinate statewide training opportunities that support Indiana's SSIP and general supervision system.
- Seek out and incorporate the latest research-based best practices; be forward-thinking and innovative in topics and delivery approaches.

EXHIBIT 1 SCOPE OF WORK

b. DELIVERABLES AND DEADLINES

Component 1: Professional Development

- **Programmatic Training:** The Contractor shall develop and implement online modules, virtual learning webinars, and in-person professional development opportunities for First Steps personnel which are strategic in meeting identified personnel needs, system improvements, identified technical assistance areas, and align with Indiana's State Systemic Improvement Plan (SSIP). In addition to developing and implementing these training materials the Contractor shall build awareness by performing outreach and distributing marketing materials to First Steps personnel. The Contractor shall also ensure that all training is provided in a manner that meets the accessibility needs of all participants. The Contractor shall be responsible for utilizing a video conferencing platform to facilitate virtual engagement (webinars and other meetings) under the direction of BCDS.

In addition, the Contractor shall collaborate with Indiana University's Indiana Institute on Disability and Community's (IIDC) Early Childhood Center (ECC) to be knowledgeable about the Family-Guided Routines-Based Intervention (FGRBI) framework and principles and incorporate both into trainings. The Contractor shall also be responsible for incorporating LifeCourse framework, tools, and principles into the trainings.

The Contractor shall ensure training opportunities occur at a regular cadence throughout each calendar year. The Contractor shall ensure First Steps professional development and credentialing hours are provided to personnel. The Contractor shall engage with a range of subject matter experts and discipline-specific organizations as it develops programmatic training resources.

- **Annual First Steps Conference:** The Contractor shall plan and implement an annual state conference each year of the contract period. The Contractor shall develop and deliver a 1.5 to 2-day statewide conference open to First Steps personnel and stakeholders to be held on or before June 30, each year. The Contractor's responsibilities will include but are not limited to securing the location, marketing, registration, technology, conference content including break-out sessions, key-note speakers, and poster session, and post survey to attendees.

Additionally, the Contractor shall be responsible for utilizing a conference app and hosting a conference webpage. The Contractor shall organize a conference committee that is comprised of a variety of First Steps stakeholders and shall include at least one state level First Steps employee. This committee will provide input for speakers, location, schedule, fees, etc. All conference materials shall be accessible for all participants, including individuals with disabilities, and shall comply with Section 508 of the Rehabilitation Act (29 U.S.C. § 794d). The Contractor shall solicit sponsorships and in-kind donations to supplement the cost of the event and ensure affordability for all participants. The Contractor may require a registration fee: not to exceed \$150.00 per person in order that the conference remain accessible to all personnel.

- **National Webinar Speaker Series:** The Contractor shall collaborate with the BCDS to identify appropriate speakers and topics for the development and promotion of two (2) national webinars annually to enhance personnel competency around topics which may include but are not limited to equity, inclusion of children with disabilities in

EXHIBIT 1

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childcare settings, social emotional support for children and their families, feeding, language development, federal initiatives, and coaching.

- **LMS Training (Maintenance/Updates):** The Contractor shall ensure maintenance, updates, and ensure the ongoing functionality of all existing online training housed within the IN EI Hub Learning Management System (LMS). (All courses developed will have identified key learning objectives. All learning objectives will be reviewed and approved by the BCDS.) The Contractor shall be responsible for the maintenance of the following existing LMS courses:
 - Assessment, Evaluation, and Programming System (AEPS) Part 1
 - AEPS Part 2 (a prerequisite for course)
 - Approaches to Feeding Difficulties to promote independence
 - Building Routines with Families
 - Communication for All! AAC Families will Love (Augmentative and Alternative Communication)
 - Cultural and Linguistic Competence Part 1
 - Cultural and Linguistic Competence Part 2
 - Demonstrating Critical Consciousness as an Early Intervention
 - Engaging in Anti-bias, Culturally Responsive Family Engagement and Support
 - Ethics in Home Visiting
 - Every Moment Matters
 - Exit Skills Training
 - Family Engagement, Cultural Competence, and Socioeconomic Awareness
 - Family Coaching in Tele-intervention: Preparing for your session
 - FINDER
 - Functional Literacy for Families: Going beyond just reading
 - How Providers Can Use the Family Assessment Tool to Improve
 - Introduction to Privilege
 - Introduction to Sensory Processing
 - Noticing and Appreciating Simple Everyday Interactions
 - Strategies for Embedding Intervention in Everyday Routines
 - Supporting Families of Young Children with Erin Barton
 - Tele-Intervention
 - The Growing Brain

EXHIBIT 1 SCOPE OF WORK

- The Role of Family Assessment in Family Centered Home Visiting
- What To Do When Behavior Happens
- **Provider Trainings:** The Contractor shall be responsible for updating, delivering, and maintaining the provider training modules listed below for the duration of the contract:
 - a. Provider Only Modules
 - i. Introduction to the Individual Family Service Plan (IFSP)
 - ii. Requesting changes to the Individual Family Service Plan (IFSP)
 - iii. Summary of Service
 - iv. Implementing The Family Assessment Tool
 - b. Modules for both Service Coordinators and Providers
 - i. Family Engagement-Building Relationships
 - ii. Importance of Setting the Stage and Having Engaging Conversations to Build Relationships with Families
 - iii. Tele-Intervention
 - iv. An Overview of Child Development
 - v. Child Abuse and Neglect and Mandated Reporting as it pertains to First Steps Personnel
 - vi. Let's Talk Make-Up Sessions
 - vii. Transition and Exit from Early Intervention
 - viii. Understanding of Family Rights and Procedural Safeguards
 - ix. The Importance of the Exit Skills Checklist and the Family Exit survey Data
 - x. Diversity, Equity, and Inclusion
 - xi. Self-Care
- **On-Boarding Modules:** The Contractor shall be responsible for maintaining, updating, and creating required on-boarding trainings for First Steps personnel as requested by BCDS. These modules are to be created and posted to the IN EI Hub Learning Management System (LMS). The Contractor shall be responsible for developing learning objectives and course content, creating training outlines and storyboards, and producing training. Training shall be offered in a variety of delivery modes such as in-person, written guidance, and via live and recorded webinars. Materials, resources, and webinars are to be posted on the LMS. Training shall align with federal and state Part C laws and regulations and reflect current research to support acquisition of skills and knowledge that promote early intervention best practices. All training developed is expected to be rooted in research and evidence to establish validity and efficacy. The Contractor shall engage with a range of subject

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matter experts and discipline-specific organizations as it develops on-boarding modules and shall work with State partners for trainings on State initiatives.

See the following list of LMS Current Learning Path Courses to be covered in the onboarding training. Note: this list is not intended to be exhaustive:

- a. *Service Coordinators Initial Credential:*
 - Introduction to Part C (30 days)
 - Foundations of Early Intervention (30 days)
 - Introduction to Service Coordination (30 days)
 - Foundations of Early Development: Birth–3 (30 days)
 - Developing High-Quality Outcomes (90 days)
 - Collecting/Reporting Child Race & Ethnicity (90 days)
 - Exit Skills Training (1 year)
 - AEPS Part 1 (1 year)
 - Nurturing Safety: Child Abuse & Neglect (1 year)
- b. *Direct Service Provider Initial Credentialing:*
 - Introduction to Part C (30 days)
 - Foundations of EI (30 days)
 - Foundations of Early Development: Birth–3 (30 days)
 - Benchmarks & Short-term Goals (90 days)
 - Exit Skills (90); AEPS Part 1 (90 days)
 - 8 Steps to First Steps (1 year)
 - Nurturing Safety: Child Abuse & Neglect (1 year)
- c. *Eligibility Determination Team:*
 - AEPS Part 2 (in-person)
- **Topical Training Modules:** The Contractor shall develop at least three professional development topical modules for enrolled and credentialed First Steps personnel, which shall be at least one hour long each. Training development will include but is not limited to identifying topics that are essential to early intervention best practices. The Contractor shall collaborate with the BCDS and use data to identify training needs as they arise.

The Contractor shall be responsible for developing learning objectives and course content, creating training outlines and storyboards, and producing the training. The training shall be offered in a variety of delivery modes such as in-person, written guidance, and via live and recorded webinars. Materials, resources, and webinars are to be posted on the IN EI Hub LMS. Training shall align with federal and state

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Part C laws and regulations and reflect current research to support acquisition of skills and knowledge that promote early intervention best practices. All the training developed is expected to be rooted in research and evidence to establish validity and efficacy. The Contractor shall engage with a range of subject matter experts and discipline-specific organizations as it develops on-boarding modules and shall work with State partners for training on State initiatives.

The Contractor shall maintain and continue to build a library of asynchronous onboarding and topical training modules to support provider orientation and ongoing professional learning. The library shall be housed within the Learning Management System (LMS), alongside all other First Steps training materials. For purposes of this contract, the "library" refers to the comprehensive catalog maintained on the LMS, including onboarding modules, topical modules, and recorded professional development such as national webinars and conference presentations.

See the following list of potential topics to be covered in these training materials.
Note: this list is not intended to be exhaustive:

- Brain development
- Facilitating families' understanding of infant and toddler development, age-appropriate play, and behavior expectations
- Required IDEA/Part C documentation
- The Family Educational Rights and Privacy Act (FERPA)
- Best practices in early intervention home visiting
- Early intervention team communication and collaboration
- Eligibility determination assessment tools
- Using reports and information to guide IFSP development
- Writing child and family centered goals and outcomes
- Family engagement
- Having authentic conversations with families
- Recognizing and respecting the uniqueness of each individual family
- Working with culturally and linguistically diverse families
- Caregiver coaching and understanding adult learning styles
- Transition and exit from early intervention services
- The transition from Part C/early intervention to Part B/preschool special education services and the roles and responsibilities of First Steps service coordinators and direct service providers
- Working with medically fragile infants and toddlers
- Infant/early childhood and caregiver mental health

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- Safety practices for home visitors
- EI Hub billing maintenance to keep billing data accurate and up to date
- **First Steps Newsletter:** The First Steps quarterly newsletter is designed to provide ongoing information and education to personnel in First Steps. The Contractor shall be responsible for providing content to inform First Steps personnel of updates regarding professional development, such as providing dates and details of upcoming training and conferences. Additionally, the Contractor shall provide at least two brief articles a year related to topical areas in the early intervention/early childhood space. See “Exhibit 2 – Newsletter Articles” for examples of past newsletter articles.

Component 2: Tiered Technical Assistance

- The Contractor shall be responsible for providing technical assistance in the three-tiered approach outlined below to System Points of Entry (SPOEs), agencies, and First Steps enrolled professionals.

The Tiered Levels of Technical Assistance (TA) is a three-tier approach to support early intervention program professionals. The approach begins with high-quality universal TA and instruction available to all early intervention programs. Within the three (3) tiers, service providers are provided with support and TA at increasing levels of intensity, based on their programmatic needs and performance. These services may be provided by a variety of personnel, and in different modes. Decisions about the intensity and duration of support are based on individual program professionals, their needs, and their responses to the pace in achieving their desired outcomes. Movement between the tiers is fluid and access to support shall change as the needs and performance of the program changes. No matter what tiered level a professional is placed in, the professional may always access Tier 1 support.

The Contractor shall not permit any staff member to provide TA to an entity in which that staff member has a contract or employee/employer relationship and will instead utilize neutral staff to provide the TA to the entity.

The Tiered Levels of Technical Assistance implementation includes the following essential components:

1. TA supports shall be delivered utilizing high-quality, research-based practices that align with Indiana’s early intervention policies and procedures including policies, procedures, and guidance provided by the federal Office of Special Education Programs (OSEP) and related federal technical assistance partners.
2. TA shall include facilitating the ongoing self-assessments of program professionals, monitoring the progress and collecting information on the professional(s) ability to meet standards for providing early intervention services in Indiana and the outcomes of the children and families they serve.
3. Collected data shall be used when determining the allocation of TA supports, including the intensity, frequency, and type of support to be offered.

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4. A multi-tier approach is used to efficiently differentiate support for programs. The model incorporates increasing intensities of research-based supports matched to program's needs.

Each of the Tiered Levels of Technical Assistance is addressed below:

1. Tier 1 – Universal Supports

Within Tier 1, all program service providers have access to and may receive high-quality universal TA and instruction using research-based support such as resources, guidance documents, training and education. Supports include evaluating programs to identify their needs, program development, and group support.

2. Tier 2 – Targeted Supports

Within Tier 2, support is provided to the program professionals who are focusing on improving program policies, procedures, and the services delivered to children and their families, preparing for monitoring, correcting findings as a result of a complaint or monitoring, receiving a determination of needs assistance or needs intervention, or at the request of BCDS. These programs may be provided increasingly intensive support to match their needs. These services and supports could be provided in small group settings or at the individual program level. Intensity varies across group sizes, frequency and duration of support, and the level of training of professionals providing instruction or intervention.

3. Tier 3 – Intensive Supports

Within Tier 3, program professionals receive high-quality individualized, intensive support when the program has longstanding or significant noncompliance in implementing the requirements of IDEA. Individualized support is typically delivered either in-person or through virtual meetings. Programs shall monitor the Corrective Action Plan issued by the State in order to confirm correction of findings and ensure compliance with IDEA and State policies and procedures.

Component 3: Governor's Interagency Coordinating Council (ICC) Coordination

- Individuals with Disabilities Education Act (IDEA) requires that each state establish a state Interagency Coordinating Council (ICC), appointed by the Governor of the State, for the purpose of advising and assisting the Lead Agency in the implementation of the Part C program.
 - a. The Professional Development System Contractor shall facilitate all meeting activities for monthly Executive Committee meetings, biennial strategic planning meetings, workgroup meetings, and member meetings, which shall include:
 - i. Arranging scheduled meetings four (4) times per year;
 - ii. Handling all meeting logistics (meeting space, agenda, and lunch);
 - iii. Leading strategic planning;
 - iv. Hosting a biennial strategic planning meeting;

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- v. Communicating to all members;
 - vi. Staffing all meetings;
 - vii. Maintaining membership and documentation needed for appointment;
 - viii. Providing orientation to all new members;
 - ix. Facilitating ICC meeting discussions;
 - x. Taking notes and minutes during the meetings;
 - xi. Ensuring the timely processing of payment of participant's expense vouchers;
 - xii. Maintaining and updating the bylaws;
 - xiii. Updating and maintaining handbook/orientation materials according to Section 508 of the Rehabilitation Act (29 U.S.C. § 794d);
 - xiv. Supporting and assisting committee chairs in their duties
 - xv. Supporting the development of the annual Governor's report
 - xvi. Posting meeting minutes and agenda at least one month prior to the next meeting
 - xvii. Providing necessary technology and meeting space
 - xviii. Meeting all accessibility needs of participants, this includes ensuring all materials are compliant with Section 508;
 - xix. Ensuring live American Sign Language (ASL) interpretation services for all public meetings; and
 - xx. Ensuring translation services for meeting minutes for Spanish and Burmese audiences.
- b. The Professional Development System Contractor shall assist the ICC and BCDS to access national technical assistance resources aimed at defining and improving their mission, scope, and function.
- c. Activities related to the ICC are to be completed on an ongoing basis. Payment to support the claims process is based on the Contractor's ability to logistically schedule, arrange, and prepare for ICC Meetings or associated activities within the agreed upon timeframe.

c. PAYMENT MILESTONES

- Compensation for services described in this Scope of Work is detailed in the **Exhibit 3 – Budget**.
- ICC activities payment: Payment to support the claims process is based on the Contractor's ability to logistically schedule, arrange, and prepare for ICC meetings or associated activities within the agreed timeframe.

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IV. PROJECT MANAGEMENT

a. PROJECT MANAGEMENT PLAN

The Professional Development System Contractor shall manage the coordination with BCDS and partners (Quality Review vendor/teams; IN EI Hub LMS team) to identify statewide/regional training needs; maintain/modify/revise curriculum to reflect federal/state updates and best practices; and employ a **train-the-trainer** model to build a network of regional trainers (including service coordinator supervisors) supporting training capacity at the regional level.

b. KEY PERSONS

The Professional Development System Contractor shall employ the staff positions listed below. These staff may work on-site or virtually; however, all staff shall be expected to travel as required by BCDS. In addition, the Contractor shall provide the resumes for the staff positions outlined below which shall be approved by BCDS.

1. Training Coordinator

The Contractor shall identify and hire a training coordinator who will serve as a liaison for the fiscal agent and communicate directly with BCDS staff. The training coordinator will supervise associate trainers and facilitators and hire additional trainers and speakers on an as needed basis. The training coordinator is responsible for submission of required monthly and quarterly reports to support the Contractor's claims. The training coordinator will also be responsible for the duties assigned below:

- i. Remain current on federal and state IDEA/Part C updates and communicating updates and information;
- ii. Ensure that the training coordinator is versed and competent on adult learning styles, differentiated learning styles, and universal design for learning (UDL);
- iii. Ensure all trainings, webinars, events etc. are accessible and offer accommodations and interpreter services for the attendee as required by the Americans with Disabilities Act (ADA);
- iv. Submit monthly documentation of activities and progress thereof, including conference planning, in-person workshops and trainings, online modules development, and webinar facilitation to support the claims payment process;
- v. Provide "Certificates of Course Completion" for participants for all trainings offered ("Certificates of Course Completion" shall include the title of professional development training, alignment with the Division of Early Childhood (DEC) Recommended Practice competencies, credentialing hours, date, and participant's name, and may be emailed to the participant);
- vi. Submit quarterly reports summarizing training evaluations and include all participant comments to First Steps, to support the claims payment process;
- vii. Meet with the BCDS state team representatives on a regular quarterly basis to review status of project strands, share updates, problem-solve so that each

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partner has clear expectations to manage and meet, report on training and technical assistance activities;

- viii. Maintain, modify, and revise existing curriculum and/or develop curriculum to reflect federal and state legislative updates, the latest research, and best practices in early intervention;
- ix. Work directly with the BCDS and Quality Review vendor to identify statewide and regional training needs;
- x. Develop and offer a variety of modes of training, such as in-person, large and small group training, webinars, etc. (the Contractor is encouraged to offer a variety of formats);
- xi. Network and communicate with local and national institutions for higher education, early childhood technical assistance centers, professional associations including University Centers for Excellence in Developmental Disabilities (UCEDD) to understand and incorporate current research and national trends in early intervention and be able to train Indiana First Steps personnel within best practices;
- xii. Attend national conferences related to early intervention and early childhood special education including but not limited to, the Office of Special Education Programs (OSEP), Zero to Three, Division of Early Childhood of the Council for Exceptional Children (all conference attendance requests shall be reviewed and approved by BCDS);
- xiii. Submit monthly reports to First Steps on technical assistance and support provided to service coordinators and their supervisors, agencies and their providers, and State, to support the claims payment process;
- xiv. Report quarterly on the continued availability of trainers through the utilization of the train the trainer model, to support the claims payment process. The lead coordinator will facilitate the train-the-trainer model for all core training by building a network of regional trainers (including service coordinator supervisors) in order to support and maintain training capacity at the regional level;
- xv. Collaborate with the BCDS team and IN EI Hub Learning Management System Team to maintain and update all training and resources related to personnel professional development; and
- xvi. Coordinate multiple training sites and event details such as, location, dates, times, directions/parking, marketing of event, materials and alternative learning modes to address regional training needs throughout the state.

2. Technical Assistance Coordinator

The Contractor shall employ a Technical Assistance Coordinator who will oversee the Tiered Technical Assistance and shall meet the qualifications outlined below:

- i. The Technical Assistance Coordinator should have experience coordinating and/or providing technical assistance to programs and/or agencies that serve children with learning disabilities;

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- ii. The Technical Assistance Coordinator shall have a comprehensive understanding of federal and State regulations, and national best practices as they relate to early childhood special education, and shall remain knowledgeable and up to date on developments within the special education space; and
- iii. The Technical Assistance Coordinator should have experience collaborating with a variety of system partners.

3. Interagency Coordinating Council (ICC) Coordinator

The Contractor shall employ an ICC Coordinator who will oversee the ICC. The ICC Coordinator shall meet the following requirements:

- i. The ICC Coordinator shall have experience with strategic planning and meeting facilitation for large groups, and Robert's Rules of Order; and
- ii. The ICC Coordinator may work on-site or virtually while facilitating the ICC's executive committee; however, they shall be required to attend all Council meetings in-person and travel as required by BCDS.

c. OTHER PROJECT STAFF

Associate trainers, facilitators, regional trainers (train-the-trainer model), and subject matter experts may be engaged to deliver content and TA. Program professionals may work on-site or virtually; all staff are expected to travel as required by BCDS

d. DOCUMENT MANAGEMENT

Post materials, resources, and webinars to the IN EI Hub LMS; maintain a conference webpage and utilize a conference app; maintain/post ICC minutes and agendas per timeline requirements; ensure all materials comply with Section 508 accessibility standards.

e. STATUS UPDATES AND REPORTING

Quality Assurance and Reporting

To ensure that the State of Indiana is continuing to provide the highest quality of service to children and families enrolled in the First Steps Program, the Contractor shall participate in a Quarterly Business Review (QBR) with BCDS to discuss the progress of the project and any challenges that arise. In advance of this Quarterly Business Review, the Contractor shall submit a Quarterly Performance Report to the State Contract Manager and BCDS with a thorough performance analysis that details the following information, as relevant to the Contractor:

- 1) The Contractor shall provide a report to BCDS on all training activities provided as part of this Scope, including the following metrics:
 - a. Number of training events provided since last report;
 - b. Topics discussed during each training;
 - c. Number of people that attended each training; and
 - d. Method used to evaluate the quality and effectiveness of each training.

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- 2) The Contractor shall also report on all technical assistance provided during each quarter.
- 3) The Contractor shall also report on the status of their budget as part of the Quarterly Performance Report. This shall include the following:
 - a. Claims justification for the prior quarter; and
 - b. Budget projections for the next quarter.
- 4) The Contractor shall detail how they shall ensure that their staff gain a comprehensive and holistic understanding of Indiana's First Steps Program landscape, and how they shall continue to improve their knowledge base and understanding as the State undergoes any changes or shifts. The Contractor shall also propose performance standards on how they shall measure the understanding and improvement of their employees.

In addition, the Contractor shall develop a satisfaction survey to be sent to all participants after the completion of each training. The Contractor shall collect, analyze, and report these results to BCDS on a quarterly basis. The Contractor shall review all materials before submission to BCDS to ensure all content is accurate and complete.

V. INDEPENDENT VALIDATIONS AND VERIFICATION

If the State decides to add Independent Verification & Validation (IV&V) services as part of this Contract, the Contractor will copy the Indiana Department of Administration (IDOA) -- IV&V Team member(s) on all project related communications (emails, meeting invites, collaboration tools, etc.) and will grant access to all documents and deliverables throughout the term of the Contract. If IDOA elects to deploy IV&V services in connection with this engagement, the IV&V Team will review and assess all deliverables to determine compliance with the State's requirements set forth in the Contract including the Statement of Work. For contracts entered into, renewed, or amended after June 30, 2026, the IV&V Team shall serve as an approving authority, and no payment shall be issued to the Vendor unless and until IV&V has provided such approval.

VI. GENERAL COMPLIANCE REQUIREMENTS

- A. Accessibility & Accommodations:** The Contractor shall ensure all trainings, events, and materials; live ASL interpretation for public ICC meetings; and translation of ICC minutes for Spanish and Burmese audiences are compliant with the Americans with Disabilities Act and Section 508 of the Rehabilitation Act.
- B. Regulatory Alignment:** The Contractor shall align training and technical assistance (TA) with IDEA Part C requirements, including federal and state laws, regulations, and policies/procedures informed by Office of Special Education Programs (OSEP) and federal TA partners.
- C. Data Privacy:** The Contractor shall ensure all data collection, storage, analysis, and reporting comply with FERPA and all requirements related to the protection of personally identifiable information (PII). The Contractor shall maintain safeguards for the secure handling and transmission of program information.

EXHIBIT 1
SCOPE OF WORK

D. Fiscal Administration

- The Contractor serves as the fiscal agent for this work and is responsible for any subcontracting or sub-awards necessary to fulfill activities that support the services, training, and products identified by First Steps. The Contractor shall provide monthly utilization reports to collaborating entities and First Steps and shall develop protocols for all routine fiscal management transactions.
- The Contractor is responsible for all components of First Steps Programmatic Training, including hiring personnel required to carry out the Scope of Work; managing all fiscal functions related to training development, management, and implementation; recruiting and contracting with trainers; securing training locations; managing contract reporting; and submitting claims.
- The Contractor is responsible for fiscal administration for the Interagency Coordinating Council (ICC).
- The Contractor shall review all materials before submission to BCDS to ensure accuracy and completeness.
- The Contractor shall ensure that all data collection, storage, analysis, and reporting under this Contract comply with federal and state confidentiality requirements, including FERPA and protections for PII. All data activities must follow established data security and confidentiality policies and include safeguards for secure handling and transmission of program information.
- Administrative/Indirect Costs may not exceed 5% of the total contract amount.

E. Professional Development and Technical Assistance

The Contractor shall assist the ICC and the Bureau of Child Development Services (BCDS) in accessing national technical assistance resources aimed at defining and improving their mission, scope, and function. As part of this technical assistance, the Contractor shall attend conferences and professional development opportunities as follows:

1. Contractor leadership shall attend the Indiana Early Intervention Conference annually.
2. Contractor leadership shall attend a national early intervention conference annually.
3. The Contractor shall submit an annual professional development plan identifying all conferences and trainings related to First Steps or Part C that leadership intends to attend during the fiscal year. The plan shall specify the leadership roles expected to attend, identify any activities for which First Steps program funds may be used, and describe how each event will benefit program operations or support compliance with Part C requirements. The plan should ideally be submitted to the FirstStepsWeb@fssa.IN.gov email address approximately two months before the event.
4. The Contractor shall collaborate with Quality Review teams and BCDS to address areas needing technical assistance or support.

EXHIBIT 1 SCOPE OF WORK

- F. Partnerships with Institutions of Higher Education (IHE):** The Contractor shall work with IHEs using the Comprehensive System of Personnel Development framework from the Early Childhood Personnel Center (www.ECPCta.org) to strengthen relationships and connect programs to Indiana resources. Virtual convenings shall be used to share status updates, resources, and information and to support a collaborative technical assistance process among all parties.

VII. KEY PERFORMANCE INDICATORS

The Contractor shall meet the following performance standards to ensure high-quality delivery of all services described in this Scope of Work:

1. Training Delivery & Production

Quarterly Targets

- Q1–Q4: Develop 1–2 new onboarding modules per quarter (to achieve 6/year).
- Q1–Q4: Update 25% of existing LMS modules per quarter to complete full annual review cycle.
- Q1: Schedule the year’s webinars, conference, topical training, and AEPS training.
- Q2: Deliver Spring topical training series (North/Central/South).
- Q2: Prepare for and execute annual statewide EI Conference (June).
- Q3: Deliver National Webinar #1 (Oct/Nov).
- Q4: Deliver National Webinar #2 (Feb/Mar—prep begins in Q4).
- Q3/Q4: Deliver AEPS train-the-trainer session annually.

Quality Benchmarks

- Maintain ≥90% participant satisfaction quarter over quarter.
- 100% of training meets ADA, UDL, captioning, ASL, and translation requirements.

2. Evaluation & Continuous Improvement

Quarterly Targets

- Q1–Q4: Submit quarterly evaluation reports including:
 - Participation data
 - Satisfaction results
 - Content improvement actions
- Q1–Q4: Review 25% of all training content each quarter for accuracy and alignment with SSIP, IDEA Part C, caregiver coaching, and LifeCourse principles.
- Q3: Conduct biennial Needs Assessment (Years 1 and 3).

EXHIBIT 1 SCOPE OF WORK

3. Tiered Technical Assistance

Quarterly Targets

- 100% of TA requests shall be logged each quarter, to include:
 - Source;
 - Tier level;
 - Response time;
 - Actions taken; and
 - Resolution status.
- Q1–Q4: Contractor shall respond to all TA inquiries within agreed timeframe (typically within business week unless escalated).
- Q1–Q4: Contractor shall produce quarterly TA trend reports summarizing:
 - Volume and nature of requests;
 - Systemwide challenges; and
 - Templates/tools developed.
- Q1–Q4: Contractor shall maintain the public TA resource hub and update at least 1–2 new resources per quarter.
- If any Tier III cases exist, Contractor shall provide monthly progress updates until corrective action plan is resolved.

4. ICC Coordination

Quarterly Targets

- One ICC meeting per quarter (4/year)
- Executive Committee meetings (up to 3 per quarter)
- Agenda sent 30+ days prior to each ICC meeting
- Minutes and translated materials posted within required timelines each quarter
- Post-meeting satisfaction survey completed for each ICC meeting
- Q2/Q3: Draft Governor's Annual ICC Report
- Q4: Submit final Governor's Report

5. Fiscal Accountability

Quarterly Targets

- Contractor shall submit quarterly fiscal reports, to include:
 - Expenditures by component (PD, TA, ICC);
 - Subcontractor payments; and
 - Updated projections and variance analysis.
- Q1–Q4: Contractor shall file claims on time and with complete documentation.

EXHIBIT 1 SCOPE OF WORK

- Q1–Q4: Contractor shall reconcile cost centers monthly and certify accuracy in quarterly reports.

6. Staffing & Capacity

Quarterly Targets

- Contractor shall maintain all required positions each quarter.
- Contractor shall notify BCDS of any staffing changes within 5 business days.
- Each staff member shall document at least one professional learning activity per quarter related to:
 - IDEA Part C;
 - Early intervention best practices; and/or
 - Adult learning/UDL

7. Communication & Required Deliverables

Quarterly Targets

- Newsletter Articles:
 - Q2: Article #1 due (30 business days before publication)
 - Q4: Article #2 due
- Q1–Q4: Bi-weekly TA coordination meetings with BCDS
- Q1: Annual PD planning meeting using Needs Assessment & evaluation data

8. Innovation & System-Building (Optional KPIs if Adopted)

Quarterly Targets

- **Welcome Wednesday:** Contractor shall offer weekly sessions in Q1–Q4; report attendance quarterly.
- **Staff-meeting PD packets:** Contractor shall develop at least **one new packet per quarter**.
- **CEU approvals:** Contractor shall advance approval process with at least **one discipline per year**, checking progress quarterly.
- **Higher Education CoP:**
 - Q1: Planning
 - Q2: Launch
 - Q3–Q4: Quarterly convenings
- **Family portal resources:**
 - Contractor shall add/update **2–3 resources per quarter**, if applicable.

BCDS shall review all KPIs as part of the Quarterly Business Review (QBR). If the Contractor fails to meet any KPI for two consecutive quarters, the Contractor shall submit a corrective action plan to BCDS within ten (10) business days of notice from the State.

**EXHIBIT 1
SCOPE OF WORK**

VIII. END OF CONTRACT TRANSITION AND TURNOVER

Implementation & Transition: Contractor shall ensure predictable, seamless transition upon contract award so services continue without degradation and develop an implementation plan for BCDS approval within the quarter immediately preceding contract expiration.

End of Contract Transition: Contractor recognizes services are vital and shall cooperate to ensure orderly, efficient transition to a successor; transmit completed/in-progress projects to BCDS; hold regular transition meetings; negotiate in good faith a phase-in/phase-out plan (subject to State approval) specifying dates for transferring responsibilities; and provide sufficient experienced personnel during transition to maintain required service levels.

EXHIBIT 2 NEWSLETTER ARTICLES

Examples of Past Newsletter Articles:

FGRBI: Caregiver coaching

Encourage consistent, meaningful interactions essential for early development

As early interventionists, we all care about helping children reach their full potential. We know that caring about children also means caring about families.

That's where caregiver coaching comes in—a powerful approach that enhances both the caregiver's confidence and their child's progress.

Caregiver coaching goes beyond traditional therapy by providing personalized guidance to caregivers, helping them integrate developmental strategies into daily routines. This approach allows caregivers to actively engage in their child's intervention, promoting a sense of agency and ownership over their child's progress.

Research has shown that children achieve better developmental



outcomes when their caregivers are well-supported and empowered to take part in their learning journey.

Coaching is a partnership between the caregiver and the coach, focusing on developing skills, problem-solving strategies

and the confidence needed to implement techniques at home. This collaborative model fosters a deeper connection between the caregiver and child, encouraging consistent, meaningful interactions that are essential for early development.

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EXHIBIT 2

NEWSLETTER ARTICLES

National Webinar Series

Strengthen First Steps team collaboration

First Steps recently hosted Dana Childress, Assistant Professor and Program Coordinator of Early Childhood Special Education at Old Dominion University, to speak as part of the First Steps National Webinar Series. In her presentation, which can be found on the Learning Management System, Childress emphasized the importance of teaming in early intervention. While acknowledging there are challenges, she highlighted the benefits of Individualized Family Service Plan teams working collaboratively.

When IFSP teams communicate consistently and effectively, families experience seamless support that boosts their confidence and involvement in their child's growth. Childress highlighted the Division for Early Childhood Recommended Practices, which were developed by national experts to support early interventionists to identify research-based best practices and incorporate them into their daily work.

The following suggestions were made for successful IFSP team collaboration:

- Make teaming an expectation and part of the culture of the early intervention system. For example, schedule time for service coordinators and providers to meet, share information and problem-solve together.
- Service coordinators and providers should take the time to read and review reports from the other team members and use that information to work more holistically. An example of this would be for service coordinators to take time to read progress reports so they can share the information

effectively with families and other team members. Providers should also take the time to read and review the reports from the ED team, the IFSP and Family Assessment to really know the child and the family's goals and outcomes for their child.

- Partnership needs to be prioritized. Team members are encouraged to be present for IFSP, transition and review meetings and recognize that ALL decisions are team decisions.
- All early intervention team members are encouraged and should make time to get to know each other and network. Communication is important and crucial in the work we do as early intervention home visitors. Some examples of this could be attending the annual Indiana Early Intervention Conference, attending SPOE and agency staff meetings, and definitely making time to call, text and email to discuss IFSPs, goals, outcomes, frequency of visits and individual family and child's needs.
- Communication and collaboration among team members are vital components to providing quality early intervention services. It is the responsibility of all team members to ensure they are doing their part to share information and complete reports on time, so children receive the best possible services.

To access the National Webinar Series session, entitled "Supporting Families as an IFSP Team," facilitated by Dana Childress, please visit the Indiana Early Intervention HUB Learning Management System.

National Webinar Series: Navigate early intervention resources

The next event in the National Webinar Series will be "Stay Informed, Stay Supported: Navigating EI Resources." It will be from noon to 1 p.m. ET on Wed., April 9, 2025. Register for this webinar at <https://go.iu.edu/8sxd>.

The presenters will be Sarah Nichols and Ted Burke. Sarah, a professional development specialist with the Early Intervention Training Program at the

University of Illinois, Urbana-Champaign, designs and facilitates evidence-informed professional development for adult learners in both community and virtual settings. Ted, president of the Executive Board of Directors for the Division of Early Childhood, has created comprehensive statewide training programs that have been recognized as models for the past decade.



Sarah Nichols, Professional Development Specialist, Early Intervention Training Program at the University of Illinois, Urbana-Champaign



Ted Burke, President of the Executive Board of Directors for the Division of Early Childhood

EXHIBIT 2

NEWSLETTER ARTICLES



*The Newsletter for
Indiana Early Intervention*

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In this issue:

Interagency
Coordinating Council

EI Hub update

Family-Guided Routines-
Based Intervention

Supporting the
communication of
infants and toddlers

Training info

Much more!

Take the First Steps Professional Development Needs survey

We are excited to announce that we are conducting a [Professional Development Needs survey](#). This survey will help us understand your training needs and preferences so we can tailor future professional development to support you better.

Why participate?

We want to hear from you! Your responses will help us to:

- Ensure content meets your needs: Your feedback will directly influence the content of upcoming training opportunities.
- Offer content in formats that work for you: Let us know if you prefer online training, in-person workshops or alternative formats.
- Tailor opportunities to Indiana's early intervention professionals: Help us create professional development that supports your career growth and enhances our collective impact on children and families in the state.

What are we asking of First Steps personnel?

We are asking service coordinators and providers to complete the brief Qualtrics survey to share your honest feedback. The survey can be taken on your phone, tablet or computer. The survey will take less than 10 minutes to complete and responses are completely confidential.

We value your insights and encourage everyone to participate. Visit the Professional Development Needs survey and share your voice today.

If you have questions or would like to share more information, please contact the staff at the Early Childhood Center at ecc@iu.edu. Watch for more information about the survey request in the next several months and please share this opportunity widely with other professionals in the First Steps system!



Thank you for your commitment to excellence in early intervention,

*Dr. Katie Herron,
Director, Early Childhood Center,
Indiana Institute on Disability and Community,
Indiana University*

Please like and follow us on Facebook  and Instagram 
You can find us by searching @FirstStepsIndiana.

Additional archived editions of the First Step Newsletter are available for review on the state agency's official website. All such materials may be accessed at the following location: <https://www.in.gov/fssa/ddars/bcds/first-steps-newsletters/>. These archives are provided for informational purposes and may be consulted as needed for reference or verification.

EXHIBIT 3
BUDGET

First Steps System for Professional Development, Training, and Technical Assistance Services Payments

Cost Schedule

Total Not to Exceed (NTE) Costs

Base 4 - Year Contract		Totals
SFY 2027	7/1/2026 - 6/30/2027	\$ 502,224.48
SFY 2028	7/1/2027 - 6/30/2028	\$ 502,224.48
SFY 2029	7/1/2028 - 6/30/2029	\$ 502,224.48
SFY 2030	7/1/2029 - 6/30/2030	\$ 502,224.48
Total:		\$ 2,008,897.92

Services by State Fiscal Year (SFY)

This table demonstrate how the program components in the "Service Payments tab aligns with the four-year SFYs.

Table 1: First Steps System for Professional Development, Training, and Technical Assistance Estimated Costs by SFY

Program Component		Total Annual Cost
Professional Development (Scope of Work Component 1)		\$ 404,279.76
Tiered Technical Assistance (Scope of Work Component 2)		\$ 31,090.80
Governor's Interagency Coordinating Council (ICC) Coordination (Scope of Work Component 3)		\$ 58,195.08
General Contract Requirements (Scope of Work Component 4)		\$ 8,658.84
Total Not to Exceed (NTE) Amount		\$ 502,224.48
	Total Four-Year Contract:	\$ 2,008,897.92

EXHIBIT 3 BUDGET

The Contractor shall be compensated for all services listed in Exhibit 1 - Scope of Work.

Table 1 lists the fixed annual fee for each of the deliverable outline in Scope of Work Component 1: Professional Development.

Table 2 lists the fixed monthly fee that shall include all of the ongoing responsibilities outline in Scope of Work Component 2: Tiered Technical Assistance.

Table 3 lists the fixed monthly fee that shall include all of the ongoing responsibilities outline in Scope of Work Component 3: Governor's Interagency Coordinating (ICC) Coordination.

Table 4 lists the fixed monthly fee that shall include all of the ongoing responsibilities outline in Scope of Work Component 4: General Contract Requirements.

Table 1: Professional Development (Scope of Work Component 1)

Scope of Work Section	Deliverables	Proposed Monthly Fee	Total Annual Cost	Total Contract Cost
Programmatic Training	First Steps Conference	\$ 12,611.34	\$ 151,336.08	\$ 605,344.32
	National Webinar Speaker Series	\$ 2,383.14	\$ 28,597.68	\$ 114,390.72
	AEPS Train-the-Trainer Session	\$ 1,871.09	\$ 22,453.08	\$ 89,812.32
	LMS Trainings	\$ 1,497.79	\$ 17,973.48	\$ 71,893.92
On-Boarding Modules	On-Boarding Modules (maintenance and provision of trainings)	\$ 11,293.99	\$ 135,527.88	\$ 542,111.52
Topical Trainings	Topical Trainings (development of three topical trainings required by Scope of Work)	\$ 3,828.29	\$ 45,939.48	\$ 183,757.92
First Steps Newsletter	First Steps Newsletter (provision of at least two articles annually)	\$ 204.34	\$ 2,452.08	\$ 9,808.32
Total		\$ 33,689.98	\$ 404,279.76	\$ 1,617,119.04

Table 2: Tiered Technical Assistance (Scope of Work Component 2)

Ongoing Responsibilities	Proposed Monthly Fee	Total Annual Cost	Total Contract Cost
Tiered Technical Assistance	\$ 2,590.90	\$ 31,090.80	\$ 124,363.20
Total	\$ 2,590.90	\$ 31,090.80	\$ 124,363.20

Table 3: Governor's Interagency Coordinating Council (ICC) Coordination (Scope of Work Component 3)

Ongoing Responsibilities	Proposed Monthly Fee	Total Annual Cost	Total Contract Cost
Governor's Interagency Coordinating Council (ICC) Coordination	\$ 4,849.59	\$ 58,195.08	\$ 232,780.32
Total	\$ 4,849.59	\$ 58,195.08	\$ 232,780.32

Table 4: General Contract Requirements (Scope of Work Component 4)

Ongoing Responsibilities	Proposed Monthly Fee	Total Annual Cost	Total Contract Cost
Fiscal Administration	\$ 144.33	\$ 1,731.96	\$ 6,927.84
Staffing	\$ 144.33	\$ 1,731.96	\$ 6,927.84
Respondent Professional Development and Technical Assistance	\$ 144.33	\$ 1,731.96	\$ 6,927.84
Quality Assurance and Reporting	\$ 144.33	\$ 1,731.96	\$ 6,927.84
Implementation, Transition, and Contract Turnover	\$ 144.25	\$ 1,731.00	\$ 6,924.00
Total	\$ 721.57	\$ 8,658.84	\$ 34,635.36

	Total Contract Cost
Total Contract Amount	\$ 2,008,897.92