



Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

Technical Assistance Services for Educators of Students with Sensory Loss Scope of Work

Section 1.0: Purpose/Background

The purpose of this scope of work is to improve instructional quality, promote academic achievement, and foster successful postsecondary transition and outcomes for students with sensory loss, such as blindness or low vision, Deaf/hard of hearing, or deafblind, and to provide statewide support, technical assistance, and professional development opportunities for educators serving such students.

The project will engage key stakeholders across the education continuum to contribute expertise to develop programming that incorporates evidence-based practices and innovative technologies to promote student learning and support the Indiana Department of Education's (IDOE) Strategic Priorities.

[The Strategic Priorities](#) are the three pillars of the important work of the IDOE that provides quality, purposeful educational opportunities for each student, elevates and supports Indiana's educators, and aligns systems with efficient support.

The Vendor must have a deep level of understanding of [Article 7](#), [IDEA](#), and [FERPA](#). Article 7 (511 IAC 7-32 through 49) is Indiana State Board of Education's Special Education Rules. IDEA is the federal special education law that makes available free appropriate public education to eligible children with disabilities and ensures special education and related services to children. The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to schools that receive funds under an applicable program of the U.S. Department of Education.

The project will oversee the Educational Interpreter (EI) Mentoring Program, which leads to Educational Interpreter Certification, as well as the current graduate Visual Impairment and Deaf/hard of hearing licensure programs, which prepare teachers to serve students with sensory loss.

This scope of work includes two related components: (1) providing professional development and technical assistance to stakeholders (e.g., in-person training, online training modules, and/or virtual training), and (2) developing programming for educator licensing for professionals working with students with sensory loss.

There are active students enrolled in each program described in this scope of work; a seamless transition is of high importance.

Section 2.0: Vendor Responsibilities/Deliverables

Section 2.1: Professional Development

- Plan and carry out a skills-based, in-person, two-day conference for *educational interpreters who serve Deaf/hard of hearing or deafblind students statewide*.
 - The vendor will provide evaluation feedback collected from a survey administered to attendees from each conference session within two weeks of the professional development to the DOE.
 - Recorded versions of all conference presentations and materials must be available to access online, free of charge, for ninety business days after the completion of the conference. The recordings will be accessible to asynchronous attendees through the vendor's provided website. The vendor will provide evaluation feedback from each conference session within two weeks of the conference to the DOE.
 - The vendor is responsible for procuring a location. These costs must be assumed in the cost proposal submitted to the DOE.
 - Conference presentations and all related materials must be submitted to the Office of Special Education for review and approval one month prior to the conference.
- Plan and carry out a statewide, in-person, two-day conference on a variety of topics relevant to educators, paraprofessionals, administrators, and related services *personnel who work with Deaf/hard of hearing, or deafblind students*.
 - The vendor will provide evaluation feedback collected from a survey administered to attendees from each conference session within two weeks of the professional development to the DOE.
 - Recorded versions of all conference presentations and materials must be available to access online, free of charge, for ninety business days after the completion of the conference. The recordings will be accessible to asynchronous attendees through the vendor's provided website. The vendor will provide evaluation feedback through a digital survey from each conference session within two weeks of the professional development to the DOE.
 - The vendor is responsible for procuring a location. These costs must be assumed in the cost proposal submitted to the DOE.
 - Conference presentations and all related materials must be submitted to the Office of Special Education for review and approval one month prior to the professional development.
- Plan and carry out a statewide in-person, two-day conference on a variety of topics relevant to educators, paraprofessionals, administrators, and related services *personnel who serve students who are blind/low vision or are deafblind*.

- The vendor will provide evaluation feedback collected from a survey administered to attendees from each conference session within two weeks of the professional development to the DOE.
- Recorded versions of all conference presentations and materials must be available to access online, free of charge, for ninety business days after the completion of the conference. The recordings will be accessible to asynchronous attendees through the vendor's provided website. The vendor will provide evaluation feedback through a digital survey from each conference session within two weeks of the professional development to the DOE.
- The vendor is responsible for procuring a location. These costs must be assumed in the cost proposal submitted to the DOE.
- Conference presentations and all related materials will be submitted to the Office of Special Education for review and approval one month prior to the conference.

Section 2.2: Certifications and Licensing

- 2.2.1 Investigate the establishment of at least one new (1) Educational Interpreter Performance Assessment (EIPA) site in Indiana so that educational interpreters can take the EIPA as required for initial educational interpreter certification by the IDOE. A successful site would be accessible to all users statewide for in-person testing or to provide virtual assessments. The vendor will provide the number of participants who passed the EIPA to the IDOE at the conclusion of each academic year.
- 2.2.2 Deliver, administer, and maintain a graduate licensure program to prepare teachers for the next steps for project implementation for full educator licensing in the area of Deaf and hard of hearing or blind low vision. Coursework shall address the current needs of the field, address all areas required for a new graduate to develop a solid foundation of skills and knowledge relative to the needs of the students, and adhere to all requirements for licensure as mandated by all authorities holding jurisdiction, including accreditation bodies and state licensing agencies for the State of Indiana. A report on course completion of each student will be shared with the IDOE at the end of each academic year.

Section 2.3: Social Media

- Create a website, a YouTube Channel, a social media site, a Learning Lab series, and a listserv that provides content once per month on at least one of the three content areas, to support Indiana educators and interpreters of students who are Deaf/hard of hearing and blind/low vision. The frequency for updating online content is included below. These frequencies are the minimum requirement. More frequent updates are not required but will only aid educators. Where appropriate, content that is applicable to all three content areas may be

shared across all channels. All content should be updated regularly and be perceived by the field and IDOE to be engaging and hold value to improve outcomes for students; with regular updates of authoritative information these channels will be seen as an important tool to communicate with educators statewide.

- Website: updated quarterly
 - YouTube Channel: updated monthly
 - Social Media: updated monthly
 - Learning Lab: updated series annually
 - Listserv: updated monthly
- Educators and educational interpreters working with this unique population are often part of a small group of professionals in each district and so the services of this scope of work and the online presence will serve as a tool to connect and inform professionals. This content will include resources and strategies for improving student outcomes for students with sensory loss through support in technology & accessibility topics, information on upcoming events, professional development opportunities, information on social services such as Vocational Rehabilitation and Pre ETS (Employment Transition Services), and/or new legislation that impacts student outcomes or professional practices.
 - Website to include information on all foundational information and new information pertaining to the field. The website shall be a tool for stakeholders to find support and information on topics relevant to this work that is accessible in one location. For example, information on new events or trainings, technical support and instructional guidance, educator licensing, loan library items, and a procedure to request assistance in any of these areas.
 - YouTube channel to include videos on strategies and practices educators and educational interpreters may use to improve outcomes. This includes demonstrating the use of an assistive technology device (AT) or augmentative and alternative communication device (AAC); use of a modified therapeutic technique or scaffolded activity for disciplines such as speech therapy, occupational therapy, and physical therapy; teaching strategy or classroom support/modification.
 - Social media and listservs serve as a forum for new information that will link back to the website, YouTube, and events. The vendor will provide percent and the number of subscribers to all online forums relative to each of the three content areas with the IDOE at the end of each school year.
 - The vendor will partner with Indiana Department of Education's Digital Learning department to provide one learning series to be published to the Learning Lab. This will occur each school year and consist of one presentation on each of these three topics: educators and related service personnel of students identified as BLV, educators and related service personnel of students identified as DHH, and educational interpreters. A

virtual meeting will be held with the vendor to coordinate details in preparation for this series.

- The Indiana Learning Lab is an online platform that provides educators with professional development statewide, live and on demand, through digital learning on a wide range of topics. Presentations are created by content experts; presentations are advertised and facilitated by the Learning Lab. This platform has a large following in subscribers and so this partnership will provide exposure to these topics that will benefit special education providers, as well as general education providers, students, and their families.
- Engagement will be measured through feedback provided on the annual needs assessment. Web metrics shall be used to measure the number of visits, subscribers, and likes/shares. Information on engagement will be shared at every project status meeting.
- Documents, links, and information shall be kept current. Current is defined as containing accurate information related to the latest research and legislation.
- Web presence and content will make use of contrasting colors and closed captioning. Content should be compatible with screen readers. Must conform to the Assistive Technology Standard, within the State's [Information Security Framework](#), [State Assistive Technology](#), and the State's architectural standards.
- The vendor is responsible for managing the content.
- The documents, links and content are the property of the Indiana Department of Education.
- The process for developing internal and external documentation and other deliverables on behalf of IDOE consists of at least two review rounds and begins with discussions with IDOE related to the scope of work and intended design and content of documentation and/or deliverables.
 - Round 1: The vendor sends the first draft to IDOE reflecting initial discussions. IDOE reviews draft and provides feedback.
 - Final Round: The vendor sends the final draft based on IDOE's feedback. IDOE confirms application of feedback and adherence to IDOE style guide. The procured vendor provides IDOE a clean version for final review and approval. Once IDOE provides approval, the error-free document may be considered "finalized, and/or shared with the appropriate project stakeholder(s).
- All related materials must be routed to IDOE for review and approval no less than one month prior to the final deadline.
- All content may be reviewed by the IDOE at any time and without notice. IDOE reserves the right to request revisions and removals where the content does not align to the interests of the Indiana Department of

Education and the Office of Special Education. When this occurs content will be removed or revised by the end of the same business day.

- The DOE reviews presentations for content, tone, grammar, and punctuation. Content is reviewed for accuracy in information and the tone or message is considered. The tone or overall message must align to the needs and mission of the DOE. For example, references to political organizations and/or organizations associated with education reform to support a thought (e.g., quotes or citations) or used as material for graphics or illustrations (e.g., photos, links, or screenshots) may not be used. The presentations should provide professional development to the field and not make a statement on a political view or topic.

Section 2.4: Networking

- Network with high schools to inform potential candidates on the profession of teaching blind/low-vision students to alleviate the Indiana teacher shortage. Potential candidates would need to know about the job duties, requirements, and licensing procedures. Special consideration shall be given to high schools with a cadet teaching program or strong CTE/vocational program. The Indiana School for the Blind and Visually Impaired must receive the materials. Materials may include brochures or other items on the duties, requirements, responsibilities, licensing procedures, and/or career outlook for candidates in this field.
 - All content may be reviewed by the IDOE at any time without notice. IDOE reserves the right to request revisions or removals where the content does not align to the interests of the Office of Special Education and Indiana Department of Education. A report on the progress of this activity will be shared in the project status meetings.
 - Each year, high schools identified in this scope of work shall receive materials. The intention is for the vendor to address each region of the state and connects with high schools with a strong teaching program. A report on the progress of this activity will be shared in the project status meetings with the IDOE.
- Network with high schools to inform potential candidates on the profession of teaching Deaf/hard of hearing students to alleviate the Indiana teacher shortage. Potential candidates would need to know about the job duties, requirements, and licensing procedures. Special consideration shall be given to high schools with a cadet teaching program or strong CTE/vocational program. The Indiana School for the Deaf must receive the materials. Materials may include brochures or other items on the duties, requirements, responsibilities, licensing procedures, and/or career outlook for candidates in this field.
 - All content may be reviewed by the IDOE at any time without notice. IDOE reserves the right to request revisions or removals where the content does not align to the interests of the Office of Special

Education and Indiana Department of Education. A report on the progress of this activity will be shared in the project status meetings.

- Each year, high schools identified in this scope of work shall receive materials. The intention is for the vendor to address each region of the state and connects with high schools with a strong teaching program. A report on the progress of this activity will be shared in the project status meetings with IDOE.
- Network with high schools to inform potential candidates on the profession of educational interpreters to alleviate the educational interpreter shortage. Potential candidates would need to know about the job duties, requirements, and licensing procedures. Special consideration shall be given to high schools with a cadet teaching program or strong CTE/vocational program. The Indiana School for the Deaf must receive the materials. Materials may include brochures or other items on the duties, requirements, responsibilities, licensing procedures, and/or career outlook for candidates in this field.
 - All content may be reviewed by the IDOE at any time without notice. IDOE reserves the right to request revisions or removals where the content does not align to the interests of the Office of Special Education and Indiana Department of Education. A report on the progress of this activity will be shared in the project status meetings.
 - Each year, high schools identified in this scope of work shall receive materials. The intention is for the vendor to address each region of the state and connects with high schools with a strong teaching program. A report on the progress of this activity will be shared in the project status meetings with IDOE.

Section 2.5: Mentoring

- Develop, administer, and maintain the Educational Interpreter Mentoring Program leading to EI certification. Include support and quarterly check-ins with educational interpreters for the first school year. Check-ins may be virtual through a phone call or video conference. The communications should assist the interpreter in building a professional repertoire of skills, aiding the interpreter in building a team of supporters within the local education agency, and addressing any questions or concerns of the interpreter. The intent is to ensure the individual has a solid foundation as they begin their career. Participants are not required to complete the mentoring program beyond certification and mentors may be reassigned at the request of the mentee. A report on the progress of this activity will be shared in the project status meetings.

- Develop, administer, and maintain a mentoring program for first year teachers of students identified as Deaf/hard of hearing. Include support and quarterly check-ins with teachers for the first school year. Check ins may be virtual through a phone call or video conference. The communications should assist the teacher in building a professional repertoire of skills, aiding the teacher in building a team of supporters within the local education agency and addressing any questions or concerns of the teacher. The intention is to ensure the individual has a solid foundation as they begin their career. Participation is not required but is encouraged. Mentors may be reassigned at the request of the mentee. A report on the progress of this activity will be shared in the project status meetings.
- Develop, administer, and maintain a mentoring program for first-year teachers of students identified as blind/low vision. Include support and quarterly check-ins with teachers for the first school year. Check-ins may be virtual through a phone call or video conference. In-person meetings are not required. The communications should assist the teacher in building a professional repertoire of skills, aiding the teacher in building a team of supporters within the local education agency and addressing any questions or concerns of the teacher. The intention is to ensure the individual has a solid foundation as they begin their career. Participation is not required but is encouraged. Mentors may be reassigned at the request of the mentee. A report on the progress of this activity will be shared in the project status meetings.

Section 2.6: Other Items

- Disseminate loan library materials to conduct functional vision assessments/learning media assessments for use by Indiana educators who assess students who are blind/low vision or deafblind. Loan library materials are disseminated through postal delivery. A catalog is shared on the website of the vendor. Users will review the catalog, notify the vendor of the choice and the item will be mailed to the user. The return is completed with a postage paid envelope provided by the vendor to the user. The item may be kept in the possession of the user for thirty days. Information will be shared on the number of borrowers, number of new borrowers, a list of new materials added to the library, and a list of the materials borrowed. A report on the progress of this activity will be shared in the project status meetings.
- Develop and distribute a needs assessment for teachers who serve students with sensory loss. Utilize data to guide and direct the planning of future professional development activities. This may be incorporated into the work of the stakeholder work groups, professional development activities and topics to address at conferences. A report on the progress of this activity will be shared in the project status meetings.
- Establish and facilitate stakeholder workgroups. A report on the progress of this activity will be shared in the project status meetings to address key issues

related to improving educational outcomes for students with sensory loss. Stakeholders may include administrators, special education directors, special education teachers of students with sensory loss, educational interpreters, parents, students, and related service providers. Meetings shall be online. Meetings shall take place at the frequency of the vendor's choosing but should still be timely to the needs of the field, twice an academic year. A list of the stakeholders shall be sent to the DOE.

- Provide technical assistance in collaboration with IDOE to address specific needs in the field related to this subject matter. Needs are identified as the result of an examination of student data originating from standardized assessments, federal indicator reporting data, or from another source. The needs will be identified by the IDOE. The list of federal indicators can be found [here](#).

Section 3.0: Project Manager & Project Management Team

The vendor's Project Manager will be the primary point of contact with IDOE for all project components and deliverables and is responsible for overseeing and coordinating the efforts of the vendor and any related subcontractor, if applicable. The Project Manager will be responsible for providing status reports in a format and frequency agreed upon by IDOE and the vendor.

A cohesive, dedicated, and skilled core team, in addition to the Project Manager, is critical to the success of this project. This core team of key personnel must be listed at a minimum in the vendor's proposal. Identifying core team key personnel as specific individuals (i.e., those assigned more than 20% FTE) is a mandatory requirement for the work to be performed under this contract and is subject to IDOE approval.

Except in the case of illness, death, or leave of absence, and if the person remains a partner, principal, or employee of the vendor, no member of the core team may be re-deployed as required by the work plan without the prior written consent of IDOE, which shall not be withheld without good cause. If approved, such personnel must be replaced within 30 days of notification to IDOE with personnel of equal or greater ability and qualifications. IDOE reserves the right to conduct a replacement interview before onboarding.

Section 4.0: Project Meetings

The vendor must facilitate a project kickoff meeting and virtual status meetings (every other week) with IDOE to address all aspects of the project. The vendor must complete the following tasks for each meeting:

1. Project Kickoff Meeting
 - Upon selection, the vendor is required to host a project kickoff meeting to introduce points of contact for the project, address vendor or IDOE questions/concerns, and discuss plans for project implementation.

- The selected vendor will schedule and facilitate the kickoff meeting no later than ten (10) business days of contract execution.
- The kickoff meeting will be virtual (Microsoft Teams is preferred, but not required; if the vendor opts for another platform, that platform must be available at no cost to IDOE via web browser with no additional software or extensions required).
- The vendor will draft and submit a meeting agenda to the IDOE project lead at a minimum of 24 hours before the scheduled kickoff meeting. Within 24 hours of the meeting completion, the vendor will provide meeting minutes to the IDOE project lead for review.

2. Project Status Meetings

- The vendor will facilitate bi-weekly, every other week, status meetings throughout the contract to update IDOE on project deliverables and timelines for completion.
- Meetings will be virtual (Microsoft Teams is preferred, but not required; if the vendor opts for another platform, that platform must be available at no cost to IDOE via web browser with no additional software or extensions required).
- At each project status meeting the vendor will provide IDOE with an updated project schedule through Smartsheet. IDOE will provide training on how to use Smartsheet and the recommended procedures for reporting project updates through this application.
- The vendor will draft and submit a meeting agenda to the IDOE project lead at a minimum of 24 hours before the scheduled project status meetings. Within 24 hours of the meeting completion, the vendor will provide meeting minutes to the IDOE project lead for review.

Section 5.0: Timeline for Project

The anticipated start date for the project is October 1, 2024. The contract will expire on September 30, 2028. The contract shall be for four academic years.

The dates listed below are the dates IDOE anticipates task to start/end as of the date the scope of work was finalized and is subject to change based on the actual contract execution date.

Task	Deliverable for IDOE Review	Anticipated Start	Anticipated Completion
Project Kickoff	Agenda 24 hours prior to the meeting to IDOE, meeting minutes 24	October 2024	October 2024

	hours after the meeting		
Graduate Licensure	Graduate Licensure for DHH and BVI	October 2024	September 2028
Conference for Education Interpreters	Meeting presentations to be reviewed one month prior to the event and feedback from attendees within two weeks of the close of the event.	July 2025, July 2026, July 2027, and July 2028	July 2025, July 2026, July 2027, and July 2029
Conference for Educators who serve students who are Deaf, hard of hearing, or deafblind.	Meeting presentations to be reviewed one month prior to the event and feedback from attendees within two weeks of the close of the event.	February 2025, February 2026, February 2027, and February 2028	February 2025, February 2026, February 2027, and February 2028
Educational Interpreter Performance Assessment (EIPA) site	Provide a year-end summary documenting statistics on course completion,	October 2024-September 2028	September 2028

	EIPA certifications		
Conference for Educators who serve students who are blind or have low vision.	Meeting presentations to be reviewed one month prior to the event and feedback from attendees within two weeks of the close of the event.	September 2025, September 2026, September 2027, and September 2028	September 2025, September 2026, September 2027, and September 2028
Create a website, a YouTube channel, a social media site, Learning Lab series, and a Listserv.	Website, YouTube channel, social media site, and Listserv	October 2024-September 2028	September 2028
Year End Summary	Provide a year-end summary documenting statistics on course completion, EIPA certifications, and teacher licenses issued.	October 2024-September 2028	September 2028
Mentoring Programs for first year teachers of students with sensory loss	A list of mentors and mentees and feedback from stakeholders provided every quarter.	September 2024, November 2024, January 2025, April 2025, July 2025, October 2025, January 2026,	September 2028

		April 2026, July 2026, October 2026, January 2027, April 2027, September 2027, November 2027, January 2028, April 2028, and July 2028	
Workgroups	A list of members and summary of feedback from stakeholders provided every quarter	September 2024, November 2024, January 2025, April 2025, October 2025, January 2026, April 2026, October 2026, January 2027, April 2027, September 2027, November 2027, January 2028, April 2028, and July 2028	September 2028
Disseminate materials to conduct functional vision assessments/learning media assessments	Provide feedback of stakeholders at the end of the academic year	October 2024 – September 2028	September 2028
Needs assessment of teachers to guide future professional development	Provide feedback of stakeholders at the completion of the assessment8	October 2024, September 2028	September 2028

Networking	Summary of feedback from stakeholders provided as occurring	October 2024-September 2028	September 2028
Provide technical assistance (TA) in collaboration with IDOE to address specific needs in the field as it relates to this subject matter	Meeting presentations to be reviewed one month prior to sharing publicly.	October 2024-September 2028	September 2028
Project Status Meetings	Vendor will facilitate bi-weekly, every other week, status meetings with IDOE and provide project updates through Smartsheet	October 2024-September 2028	September 2028

Section 6.0: Program Staff Qualifications

Staff members that facilitate this contract and/or deliverables, related to the program, shall hold the professional experience and credentials required by a minimum of a bachelor's degree in education, speech-language pathology, or a related field.

The staff members must have specific skills in special education, educational interpreting, secondary and post-secondary transition, sensory loss, child development and speech-language pathology.

One project manager will be appointed by the vendor to facilitate communication between the field and IDOE. A resume of the project manager will be submitted to DOE.

Section 7.0: Program Subcontractors

All personnel providing services through this contract, related to the program, must hold a higher education degree of at least a bachelor's degree in education, speech-language pathology, or a related field, and have the content knowledge and skills

necessary to provide the services for which the individual is contracted in accordance with standards established by this scope of work.

The Vendor and subcontractors are assumed to faithfully represent IDOE initiatives; thus, quality deliverables and timely delivery are expected.