

**RFP # 19-025 Early Childhood and School-Age
Family and Community Engagement Centers**

Questions and Answers

Please note: The RFP as originally posted was revised on January 23, 2019. Please review the revised RFP and the information provided in this Q&A for additional information.

Program Questions

1. Where do I go for help as the parent of a child with a disability?

Currently, parents may contact the [Office of Special Education Quality Assurance](#), the [Early Childhood Direction Centers](#) or [Special Education Parent Centers](#) for support. Once the contracts for the Early Childhood Direction Centers and Special Education Parent Centers end in June 2019, parents may contact the Early Childhood or School-age Family and Community Engagement Centers with questions about the special education process. Contact information for these centers will be provided prior to implementation of the OSE Educational Partnership.

2. Please explain how parents of children with disabilities will receive guidance. This RFP does not include families.

Please see the response for question 1. In addition, as noted throughout the RFP, parents and families will receive support and guidance through the Early Childhood and School-age Family and Community Engagement Centers. Parents will be able to access the expertise of the FACE Centers and obtain direct assistance not only as outlined in the purpose and background of the RFP, but also through the first deliverable on page 6 of the RFP, which outlines the provision of direct support to parents and families. The relevant sections of the RFP have been included below.

The purpose of the NYSED Office of Special Education (OSE) Educational Partnership, of which the Early Childhood and School-age FACE Centers are a part, is to provide technical assistance and professional development that will promote meaningful family involvement within the educational system, build collaborative community relationships, and provide information and training about available service options and delivery systems for children from birth-5 and students age 5-21. (Page 1)

The Early Childhood and School-Age FACE Centers will be expected to provide technical assistance and professional development to a variety of stakeholders as determined through regional planning. Stakeholders for the Early Childhood FACE Centers include families of children age birth-5 as well as community members and staff of programs and early childhood settings where preschool students with disabilities are served. Stakeholders for the School-Age FACE Centers include families of students age 5-21 as well as community members and staff of public school districts, approved private day and residential schools, Special Act schools, State-supported, and State-operated schools. (From pages 5-6)

Specific deliverables referencing work with families include (from page 6):

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Using a systematized process approved by the Partnership Implementation Team to provide a combination of:

- *Regional training and support, made available to any interested party, such as families, early childhood education or school staff, community groups, etc.*
- *Targeted professional development and technical assistance to groups around a common topic, (such as deeper learning after attending a regional training). Participants can include families, early childhood education or school staff, community groups, etc.*
- *Regional training and support will be done in consultation with the Regional Partnership Center and focus on capacity building (of educators and families).*
- *The Resource Specialist will be expected to seek out and cultivate new relationships with community partners who support children/students with disabilities birth-5 or 5-21, as well as strengthen and build upon already established relationships. The intention is that this information will then be shared with families and other interested parties as needed.*
- *The Early Childhood and School-age Resource Specialists will work together to host/attend regularly scheduled collaborative meetings (including agency staff, schools, administrators, families, etc.) that focuses on a rotating series of topics (such as early childhood issues, post-school outcomes, family engagement with schools, transition from preschool to school-age, mental health services, etc.).*

- 3. Please confirm the content requirements for the Technical Proposal section: The Work Plan is a separate document from the narrative and requires the completion of the table; and the narrative is to contain only the Project Description and Organizational Capacity sections.**

The technical proposal must include the project description, the workplan, and a description of organizational capacity. The workplan must be completed using the table included in the submission documents. Any additional narrative relevant to the completed workplan but outside the scope of the table would be included in the technical proposal.

- 4. What are the formatting requirements for the narrative: page limit, font name and size, spacing?**

There are no formatting requirements for the narrative.

- 5. If a BOCES wishes to apply for an Early-Childhood FACE Center and a School-Age FACE Center, is it correct that the BOCES must submit two separate applications to RFP 19-025?**

Yes.

- 6. Would you be able to tell me if these RFPs represent new contracts, or existing programs that are being re-branded and put up for competition? The RFPs are unclear about that issue.**

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The NYSED Office of Special Education Educational Partnership represents a series of new contracts that will be established through the RFP process.

- 7. Will FACE Centers be permitted to develop trainings or will all material come from the Technical Assistance Partnerships (TAPs) or OSE? Will approval be needed from OSE if FACE Centers are permitted to develop trainings? Is there a specific process that will need to be followed and what is the expectation for a timeline of approval? Will the FACE Centers be involved in the development of information that will be provided to families?**

Many of the materials utilized by the FACE Centers will be developed by the TAPs. However, it is likely that members of the FACE Centers will provide assistance in the development of materials for the OSE Educational Partnership. If a FACE Center is asked to create a training package, that material would need to be reviewed and approved by OSE. Specific processes and timelines for such work will be developed by OSE. Only trainings developed at the request of OSE will be utilized in the Partnership; FACE Centers will not be required to develop trainings beyond those requested by OSE.

- 8. Will marketing and outreach materials be developed by the PIT or TAPs, or will the contract awardee for the FACE Centers develop them? What is the mechanism for letting families and community members know that the FACE Centers are a resource to families? Can we include money for outreach to families and community members to learn about FACE Center services?**

Marketing and outreach materials for each member of the OSE Educational Partnership will be developed by OSE in conjunction with the various partners. The bidder's budget may include costs to address marketing and outreach such as copying, mailing, etc.

- 9. Is the expectation that school age family and community engagement center trainings will be in one location or throughout the region?**

Training locations will vary based on the needs of the region.

- 10. Which of the Technical Assistance Partnerships will be providing professional development on community and family engagement?**

Each member of the OSE Educational Partnership will be expected to infuse concepts of family and community engagement throughout their work. The Technical Assistance Partnerships will support regional teams in the development of their knowledge and expertise of how family and community engagement applies to their content area.

- 11. Will the FACE Centers have access to any material created by the TAPs/PIT for the Regional Partnership Centers?**

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Yes.

- 12. Are the FACE Centers expected to solely provide professional development around family and community engagement?**

No. In addition to providing technical assistance and professional development that promotes meaningful family involvement within the educational system, the Early Childhood and School-age FACE Centers will provide information and training about available service options and delivery systems for children from birth-5 and students age 5-21. The technical assistance and professional development will be provided to a variety of stakeholders as determined through a regional planning process.

- 13. Will NYSED provide guidance on becoming an approved CTLE provider?**

The guidance for becoming a CTLE provider is available through the Office of Teaching Initiatives. Please review the hyperlink included in the RFP: "[continuing teacher and leader education credits](#)."

- 14. Does the agency need to be able to offer CTLE credits? Or will there be an opportunity to collaborate with another member of the coordinated team (e.g., Regional Partnership)?**

Yes, the agency needs to be able to offer CTLE credits for trainings offered.

- 15. How does NYSED define a community partner versus a community agency?**

NYSED does not make a distinction between a community partner and a community agency, as we would expect the FACE Centers to reach out to and connect with any available resources within a given community.

- 16. Will the FACE Centers be required to translate material provided by the TAP or will that be the TAPs' responsibility?**

The FACE Centers will not be required to translate materials into different languages. Outreach and support for non-English speaking families will be a priority for the entire OSE Educational Partnership. The need for translation of materials will be reviewed and approved by the Partnership Implementation Team and addressed by OSE and another contracted entity in the Partnership.

- 17. Will Family and Community Engagement Centers be expected to support non-English speaking family members (i.e., receive translated resources and interpreting)? What are the expectations for the FACE Centers regarding serving families in their native languages? Are we allowed to budget for translation of workshop materials and/or interpretation at workshops?**

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Outreach and support for non-English speaking families will be a priority for the entire OSE Educational Partnership, including the Early Childhood and School-age FACE Centers. The FACE Centers will not be required to set aside funds for the translation of materials into different languages. The need for translation of materials will be reviewed and approved by the Partnership Implementation Team and addressed by OSE and another contracted entity in the Partnership. A regional planning process will be utilized to strategically meet the needs of stakeholders in each area of the State and deploy the resources of the OSE Educational Partnership appropriately. Specific topics and methods of delivery would be discussed through the regional planning process. A FACE Center may include costs for interpreters or other reasonable accommodations for families to participate in trainings, and such requests would be reviewed and approved through regional planning. As with all expenses, costs budgeted must be reasonable and necessary for completing the scope of work.

- 18. Will each FACE Center be required to host their own individual website? If so, can the School-Age and Early Childhood FACE Centers have the same website if they are under the same host agency?**

No, FACE Centers will not be required to host their own individual websites. A Statewide website for the NYSED Office of Special Education Educational Partnership will be established; FACE Centers may be asked to contribute content for the website, but they will not be asked to fund the website. Any locally developed website for the purposes of communication, marketing, and/or training registration must be approved by the Office of Special Education. If one agency hosts multiple contracts, OSE would consider approving one website. FACE Center bidders would be responsible for costs associated with a locally-developed website.

- 19. Will the community resource map be hosted on the Partnership website referenced on page 7 point 7?**

Yes.

- 20. Does the community resource map referenced on page 6 point 2.1 have to be an actual map or can it be a list?**

The OSE Educational Partnership website will host a map with community resources. That map, consistent with the example linked within the RFP, will be interactive and have the ability to generate printable lists of information.

- 21. Are separate proposals required to be submitted for the Early Childhood and School-Age Family and Community Engagement Centers if an entity is applying for both? Or may a single proposal include both centers?**

Separate proposals are required.

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- 22. Who is eligible to apply (e.g., for-profit organizations, not-for-profit organizations, districts/LEAs, BOCES, private agencies, Institutes of Higher Education, religious schools, private preschools, 4410 programs, 853 programs, UPKs, etc.)?**

Any entity capable of meeting the mandatory requirements and completing all required deliverables may submit a bid.

- 23. Will Family and Community Engagement Centers be expected to inform families about the existence of the Early Childhood and School-age Family and Community Engagement Centers and their services in each region?**

NYSED will be promoting the OSE Educational Partnership, and marketing materials for all members of the Partnership will be created. It is expected that all members of the Partnership will promote their work utilizing these materials.

- 24. Would letters of support enhance our proposal? Are attachments allowed?**

Objective descriptions of agency experience and expertise are expected as outlined under the criteria for evaluating bids. Letters of support are not required. If there are materials relevant to organizational capacity, they may be submitted in the format outlined in the RFP.

- 25. What is the expected method for the Family and Community Engagement Center to provide informational materials direct to the families to support and assist them in the understanding of the nature of their children's disabilities and their educational, developmental and transitional needs?**

A regional planning process will be utilized to strategically meet the needs of stakeholders in each area of the State and deploy the resources of the OSE Educational Partnership appropriately. Specific methods of delivery would be discussed through the regional planning process.

- 26. Will Family and Community Engagement Centers be expected to assist families in resolving disputes including the encouragement of alternative methods of dispute such as mediation?**

A regional planning process will be utilized to strategically meet the needs of stakeholders in each area of the State and deploy the resources of the OSE Educational Partnership appropriately. Specific topics to be addressed would be discussed through the regional planning process.

- 27. Will Family and Community Engagement Centers be expected to provide information, resources and strategies to assist parents and families to have meaningful involvement in their child's**

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While this question is unfinished, a regional planning process will be utilized to strategically meet the needs of stakeholders in each area of the State and deploy the resources of the OSE Educational Partnership appropriately. Specific topics and resources to be used would be discussed through the regional planning process.

- 28. Can we submit our application in person? In the past, we have been required to have a person's name for delivery purposes when we arrived. If we are allowed to hand-deliver applications, can you provide a name that we can use?**

Bids may be hand-delivered. When bringing bids for delivery, please ask for Jessica Hartjen, Thomas McBride, or Adam Kutryb. All bids must be received no later than 3:00pm on February 27th.

- 29. You ask that we submit an electronic version of the application in Microsoft Office. A few related questions: Does this mean using Excel (such as for the FS-10) is acceptable? Should we be including all the forms in the electronic version, though they will be unsigned? Can we submit a PDF version of the entire submission, instead of a Microsoft Office version?**

Bidders should not submit an FS-10 form with their bid. Please use the cost proposal workbook which was posted with the RFP. This document was posted in Excel.

The forms in the submission document package may be submitted either as unsigned Word documents or as scanned PDF files or both. However, if possible, the technical proposal narrative and workplan should be submitted in Word, and the cost proposal should be submitted in Excel. Ancillary materials may be submitted in PDF, and bidders may include a PDF version of the entire proposal in addition to the Microsoft Office files.

- 30. Will Early Childhood and School Age FACE Centers work collaboratively with ECDCs and Parent Centers as well or will these be absorbed into FACE centers?**

The Early Childhood Direction Centers and Special Education Parent Centers funded by the NYS Education Department will end in June 2019 and be replaced by the Early Childhood and School-age FACE Centers. These new Centers are expected to work collaboratively with each other, the Regional Partnership Centers, and the Technical Assistance Partnerships under the direction of OSE.

- 31. Are FACE centers to be located within a School or can they operate from a separate location?**

The only location requirement is that the Early Childhood and School-age FACE Centers be located in the region of NYS that they will serve through the project.

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- 32. What kind of data is expected when auditing for compliance at the FACE Center level?**

The intent of this question is unclear.

- 33. The RFP indicates that Submission Documents are located in section 5 but I cannot find. Can you direct to where to access these documents?**

Submission documents for the Early Childhood and School-age FACE Centers may be found at the webpage for [RFP #19-025](#).

- 34. Just to clarify: Early Childhood and School Age FACE Centers support all families including and especially those with special needs. Is this correct?**

Any individual or organization may contact any member of the OSE Educational Partnership for support. Stakeholders for the Early Childhood FACE Centers include families of children age birth-5 as well as community members and staff of programs and early childhood settings where preschool students with disabilities are served. Stakeholders for the School-Age FACE Centers include families of students age 5-21 as well as community members and staff of public school districts, approved private day and residential schools, Special Act schools, State-supported, and State-operated schools.

- 35. What kind of funding will be available if the RFP was focused more on regional counties through NYS?**

This question is unclear. However, please note that the Early Childhood and School-age FACE Centers are aligned with the geographic regions currently used by the Early Childhood Direction Centers and Special Education Parent Centers.

- 36. Would it be possible to focus on Medicaid - Fee for Service for this RFP to receive more revenue for community agencies?**

This RFP is not utilizing a fee for service approach; all services provided to stakeholders will be free of charge.

- 37. Is this RFP the same employment pathway that CHUNNY (Children Health Home of Upstate New York) fulfills? If so - could a collaboration be presented to have children of all ages receive services for mental health?**

No. This RFP is not designed to provide specific services to students; the work is intended to provide technical assistance and professional development that will promote meaningful family involvement within the educational system. Please carefully review the deliverables outlined in the RFP.

- 38. What is the assessment level of needs/wants needed within this grant?**

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This RFP will result in a series of contracts, not grants. A regional planning process will be utilized to strategically meet the needs of stakeholders in each area of the State and deploy the resources of the OSE Educational Partnership appropriately.

39. Does the grant allow parent education alongside with a student's needs/wants?

Please review the response to question 38. The purpose of the Early Childhood and School-age FACE Centers is to provide technical assistance and professional development that will promote meaningful family involvement within the educational system, build collaborative community relationships, and provide information and training about available service options and delivery systems for children from birth-5 and students age 5-21. The stakeholders for this work are described in the response to question 34.

40. Is there input on whether this grant is geared towards Mental Health, Office for People with Developmental Disabilities (OPWDD), or the Office of Alcoholism and Substance Abuse Services (OASAS)?

The intent of this question is unclear. The purpose of the Early Childhood and School-age FACE Centers is to provide technical assistance and professional development that will promote meaningful family involvement within the educational system, and they are expected to develop and strengthen interagency connections with community agencies such as the ones identified in the question. Please carefully review the deliverables outlined in the RFP.

41. Does the grant focus on meeting the needs of Managed Care organizations that work with CHUNNY, or other children waiver services?

No. Please carefully review the deliverables outlined in the RFP and the response to question 37.

42. Families in New York City need to be able to access information and direct assistance from entities independent of the Department of Education.

Please see the response to question 1. In addition, there are a number of [parent resources funded by the U.S. Department of Education, Office of Special Education Programs](#), available across the State, including New York City.

43. Will parents still be able to access the new FACE Centers for 1:1 assistance, guidance, and technical assistance specific to their child and situation? Can it be in-person conversations? It appears from the RFP that the new FACE Centers will only be working directly with districts.

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The Early Childhood and School-age FACE Centers will not be working exclusively with districts or early childhood programs. They are expected to provide technical assistance and professional development to a variety of stakeholders, including families. A parent will be able to contact the Early Childhood or School-age FACE Center, as well as the Regional Partnership Center, for assistance. A regional planning process will be utilized to strategically meet the needs of stakeholders in each area of the State and deploy the resources of the OSE Educational Partnership appropriately. District, program or child-specific questions may be directed to the appropriate [Special Education Quality Assurance \(SEQA\) Regional Office](#).

- 44. Can you outline or give specific examples of the expected method for the family center to provide informational materials direct to the families? Can you outline or give specific examples to support and assist parents in understanding of their child's disabilities and the special education process?**

Specific examples cannot be provided, however FACE Centers will be expected to engage in such activities as responding to phone requests for assistance, providing trainings for families around topics that build meaningful home-school engagement, and finding community supports and making relevant referrals to those supports.

- 45. RFP 19-025 indicates that each FACE Center Resource Specialist will provide "targeted professional development and technical assistance to groups around a common topic, (such as deeper learning after attending a regional training). Participants can include families, early childhood education or school staff, community groups, etc." Can you describe specifically and provide examples of providing "technical assistance to groups around a common topic"?**

Please see the response to question 44.

- 46. RFP 19-025 indicates that each FACE Center Resource Specialist will provide "technical assistance and support to identified early childhood programs that support students with disabilities or public school districts, approved private day and residential schools, Special Act schools, State-supported, and State-operated schools." How will the following stakeholders be identified/targeted to receive technical assistance and support: early childhood programs that support students with disabilities, public school districts, approved private day and residential schools, Special Act schools, State-supported, and State-operated schools?**

A regional planning process will be utilized to strategically meet the needs of stakeholders in each area of the State and deploy the resources of the OSE Educational Partnership appropriately. The regional planning process will utilize State and local data to determine the needs of the region.

- 47. How will the Special Education Technical Assistance Partnerships (TAPs) in the areas of Data, Academics, Behavior, Transition, and Equity support 14 Early Childhood and**

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School-age FACE Centers without an area specific to Family and Community Engagement?

The TAPs are required to demonstrate expertise in the area of family engagement and include deliverables that address supporting the FACE Center staff directly.

- 48. Appendix 2b indicates the regions the 14 School-age Family and Community Engagement Centers will encompass. Does this mean that only one School-age Family and Community Engagement Center will serve the seven counties within the Lower and Mid-Hudson Valley region even though there are two Regional Educational Partnerships covering the same region, one Regional Educational Partnership for the Lower Hudson Valley and one Regional Educational Partnership for the Mid-Hudson Valley?**

The geographical structure of the Early Childhood FACE Centers aligns with the current Early Childhood Direction Centers, and the geographical structure of the School-age FACE Centers aligns with the current Parent Centers.

- 49. The RFP states regional training and support will be provided to any interested party such as families, early childhood education or school staff, community groups, etc. However, will regional training and support requests only be granted upon PIT approval?**

Yes. A regional planning process will be utilized to strategically meet the needs of stakeholders in each area of the State and deploy the resources of the OSE Educational Partnership appropriately. Specific topics and methods of delivery would be discussed through the regional planning process. Regional planning will be ongoing throughout the year to address requests for support as they arise.

- 50. The RFP states regional training and support will be provided to any interested party. Since requests for such support can't be pre-determined, how will requests for training/support be met if not previously considered in the regional planning process?**

Please review the response to question 49.

- 51. Will the PIT and the TAPs for Transition, Behavior, Data, Academics, and Equity provide FACE Centers with immediate support, tools, training materials and curricula on Family and Community Engagement or will the FACE Centers have to wait for the development/attainment of such materials?**

Please review the response to question 7. Under the direction of OSE, members of the Partnership, including FACE Centers, may be asked to utilize existing materials and/or assist in the creation of new materials throughout the contract period.

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- 52. How can a detailed description of how a FACE Center will successfully implement the vision and mission of the project when it is noted throughout the application that activities will be determined or approved by the Partnership Implementation Team (PIT) which has not yet been established?**

The Partnership Implementation Team will have a definite role in approving resources, materials, and supports to ensure fidelity and consistent messaging. It is the responsibility of the bidder to propose various ideas and activities to effectively and efficiently reach their constituents. Please review the Technical Criteria under Evaluation Criteria and Method of Award.

- 53. How should bidders identify specific activities to meet deliverables or a schedule of implementation when several of the deliverables (1, 3, 7, and 8) state that the exact nature of the deliverable will be determined or approved by the Partnership Implementation Team (PIT) which has not yet been established?**

Please see the response to question 52.

- 54. Will both the School-age FACE Centers and the Early Childhood FACE Centers provide technical assistance and support to identified early childhood programs that support students with disabilities as indicated in Deliverables 1.3, 2.2, 2.3, and 3.2.?**

As stated in the RFP, stakeholders for the Early Childhood FACE Centers include families of children age birth-5 as well as community members and staff of programs and early childhood settings where preschool students with disabilities are served. Stakeholders for the School-Age FACE Centers include families of students age 5-21 as well as community members and staff of public school districts, approved private day and residential schools, Special Act schools, State-supported, and State-operated schools.

- 55. Appendix 2a Early Childhood Family and Community Engagement Center Regional Map indicates the regions the 14 Early Childhood FACE Centers will serve. Will contracts be awarded for each of these 14 regions or is it possible that 2 contracts could be awarded in one region, leaving certain regions unserved?**

As a result of this RFP, there will be 14 contracts established for Early Childhood FACE Centers, and 14 contracts established for School-age FACE Centers. Each region indicated in Appendix 2a and 2b will have an Early Childhood and School-age FACE Center.

- 56. Appendix 1 Organizational structure: This diagram is very confusing. In each level - PIT, RLT, Intensive district and Building level teams - FACE center representatives participation is indicated. In each level it is listed differently, sometimes it is indicated a plural (sometimes with "s" in parentheses), which seems to imply there would be more than one. Please clarify.**

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This is acknowledging the fact that there are two Centers – the Early Childhood FACE Center and the School-age FACE Center. Including a representative from one or the other or both will depend on the purpose of the meeting.

- 57. The School-age FACE Center in our region covers the entire Hudson Valley while the Early Childhood and Regional Partnership each include both Lower Hudson and Mid-Hudson region contracts. Are we eligible to apply for the mid-Hudson region Early Childhood FACE Center (even though our organization is housed in the Lower Hudson) since we currently maintain a satellite Mid-Hudson office for our Special Education Parent Center contract?**

The only location requirement is that the Early Childhood and School-age FACE Centers be located in the region of NYS that they will serve through the project. This would include a satellite office.

- 58. Why has outreach and support for non-English speaking families been eliminated as a priority in this RFP? This strikes me as blatantly discriminatory. Please explain.**

Outreach and support for non-English speaking families is a priority of the OSE Educational Partnership. Please review responses to questions 16 and 17.

- 59. While the RFP indicates that the work of the Partnership and FACE Centers will focus on the principles of the “Blueprint,” this RFP clearly diminishes support for families. There is little emphasis on families or students, what is NYSED’s rationale for this? I respectfully request that these concerns be addressed so I can alert the families I support in my community.**

Please review the response to question 2.

- 60. How do you define “capacity building for programs and other stakeholders” and how is it different from “professional development”? Please provide an example of each.**

Capacity building refers to a variety of activities designed to improve the ability of programs and other stakeholders to work with their constituents. Professional development would be one such activity. Please review the response to question 44.

- 61. How and to what extent will the OSE Partnership directly support student self-advocacy and engagement in post-school activities? Please describe the role, if any, the FACE Centers will have in directly serving students.**

The OSE Educational Partnership will not be providing direct services to students. Rather, the focus of the FACE Centers is to build the capacity of programs and other stakeholders to work with their constituents, including students, and to foster a collaborative relationship between families and educators. The importance of self-advocacy and student engagement

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in their education is established in the [Blueprint for Improved Results for Students with Disabilities](#) and is a focus of the OSE Educational Partnership as noted in the RFP. The FACE Centers, Regional Partnership Centers, and TAPs will work collaboratively to ensure needs around this topic are addressed.

62. Will the FACE Centers engage in ESSA-related work that serves the general population?

The professional development provided by the OSE Educational Partnership, of which the FACE Centers are a part, will focus on systems change by providing more efficient and streamlined services to support implementing the federal Individuals with Disabilities Education Act and the Every Student Succeeds Act to support schools in improving equity, access and opportunities for all students.

63. How do you define, and please give specific examples of both “training” and “support” that the FACE Centers are expected to provide as stated in 1.1.1. of the Deliverables and Project Description of the RFP?

Training and support in the context of this RFP could include, but is not limited to, technical assistance, professional development, targeted skills development for a group of stakeholders, etc. The type and frequency of technical assistance and/or support would be decided through regional planning.

64. How much training, one-on-one support, professional development and technical assistance should be reflected in the work plan for each contract?

Specific volume information cannot be provided. The Partnership Implementation Team will have a role in approving resources, materials, and supports to ensure fidelity and consistent messaging. It is the responsibility of the bidder to propose various ideas and activities to effectively and efficiently reach their constituents. Scoring is not based on the specific number of trainings and support provided; please review the Evaluation Criteria and Method of Award section, specifically under Technical Criteria.

A regional planning process will be utilized to strategically meet the needs of stakeholders in each area of the State and deploy the resources of the OSE Educational Partnership appropriately.

65. Will training topics for professionals and families be the same or different? Please provide examples.

A regional planning process will be utilized to strategically meet the needs of stakeholders and deploy the resources of the OSE Educational Partnership appropriately. Specific topics to be addressed would be discussed through the regional planning process.

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- 66. Will parents and professionals be trained together in the same training or separately? If separately, who will be responsible for adapting the curriculum to each stakeholder group to ensure respective learning needs are met?**

This would depend on the topic and reason for training. Many of the materials utilized by the FACE Centers will be developed by the TAPs. However, it is likely that members of the FACE Centers will provide assistance in the development of materials for the OSE Educational Partnership.

- 67. How will the NYSED Due Process Unit be aligned with the OSE Partnership?**

The Office of Special Education, of which the Due Process Unit is a part, will be leading the OSE Educational Partnership.

- 68. How does NYSED intend to provide support to families in large diverse districts like ours, and Big 5 Districts whose families are not provided FAPE but may not have the resources to advocate effectively for their SWDs?**

A regional planning process will be utilized to strategically meet the needs of stakeholders in each area of the State and deploy the resources of the OSE Educational Partnership appropriately.

- 69. Why has outreach and support for non-English speaking families been eliminated as a priority in this RFP? The Special Education Parent Center and ECDC in our region has provided intensive support to Spanish speaking families in our district. Why has NYSED not addressed or identified this need in the current contract?**

Outreach and support for non-English speaking families will be a priority for the entire OSE Educational Partnership. The need for translation of materials will be reviewed and approved by the Partnership Implementation Team and addressed by OSE and another contracted entity in the Partnership.

- 70. As evidenced in project reports, currently supported Special Education Parent Centers have had an impact on thousands of parents of children with disabilities as expected, by implementing the project goals and deliverables established by NYSED/OSE. How does this reflect that the level of impact was diminished because all the funded centers functioned independent of one another?**

Each currently funded Center (the Special Education Parent Centers, Early Childhood Direction Centers, Regional Special Education Technical Assistance and Support Centers) had a different specific area of focus, non-aligned deliverables, and no central organizing structure that allowed the work to intersect. The OSE Educational Partnership will bring all partners together and work towards a common goal of improving outcomes for students with

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disabilities, aligned to the priority needs as determined by NYSED and based on relevant data.

- 71. Existing NYSED funded Parent Centers' primary role is to build the capacity of approved school-age programs, public schools and districts, and community partners to promote meaningful family involvement within the educational system in part through the creation of professional development trainings. Many if not all centers, currently intersect with the work of the RSE-TASC and participate in regional team planning. How is this different than the FACE Centers?**

Please see the response to question 70. The deliverables for each Center (i.e., Regional Partnership Centers and Family and Community Engagement Centers) in the OSE Educational Partnership are now closely aligned so that each member of the team is integrating a consistent message around the OSE priority areas. Topics will no longer be addressed by one individual; rather, topics will be addressed using a team approach across Regional Partnership Centers and Family and Community Engagement Centers.

- 72. How will families who depend on technical assistance and training from current Parent Centers be informed that they no longer exist and the reasons why?**

Information and outreach materials for each member of the OSE Educational Partnership will be developed by OSE in conjunction with the various partners.

- 73. How was it determined that the Hudson Valley Region will have only one School-Age FACE Center but two Early Childhood FACE Centers and two Regional Partnership Centers?**

Please review the response to question 48.

- 74. Is SED willing to consider proposals that would include servicing multiple regions?**

A bidder may submit more than one proposal. However, bidders must be located in the region of New York State that they will serve through this project.

- 75. Is the state able to estimate the expected volume of inquiries and/or engagement with community stakeholders, parents, schools, etc. for preschool and school-age centers?**

This may vary based on time of year, region, and a number of other factors. A regional planning process will be utilized on an ongoing basis using data-based decision-making to strategically meet the needs of stakeholders in each area of the State and deploy the resources of the OSE Educational Partnership appropriately.

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- 76. Under the framework illustrated within OSE’s published “Fact Sheet,” will the TAPs be responsible for ensuring consistent message among all regional centers?**

The work of the TAPs includes fidelity coaching provided to the regional teams (which includes the Regional Partnership Center and the Early Childhood and School-age FACE Centers). Consistent messaging will be a priority for and a responsibility of OSE and all members of the OSE Educational Partnership.

- 77. Under the framework illustrated within OSE’s published “Fact Sheet,” will regional centers be responsible for development of tools and resources, or only implementation of content/supports provided by TAPs?**

Many of the materials utilized by the Regional Partnership Centers and FACE Centers will be developed by the TAPs. However, it is likely that members of the Regional Partnership Centers will provide assistance in the development of materials. If a Regional Partnership Center is asked to create a training package, that material would need to be reviewed and approved by OSE.

- 78. The RFP states that the vendor must be located in the NYS region served. Is that by office address or the location of the PD facilitator/specialist? Can proposers utilize staff located in a different region than the proposed region, thereby creating cost efficiencies and implementation consistency for SED?**

Early Childhood and School-age FACE Centers must be located in the region of New York State that they will serve through this project. Bidders must maintain an office location within the region they will serve and staff within the FACE Centers must be available to serve the constituents within the region in question. Primary supports cannot be provided long distance.

- 79. Can subcontractors be located outside NYS?**

It is expected that the primary content expertise will be provided by members of the Partnership. Should additional expertise be required from consultants, prior approval of NYSED is required. The location of such subcontractors would be discussed with NYSED at that time.

- 80. Will the State be releasing separate procurements for the other TAPs cited within the RFP background (Data, Academic, Behavior, Transition)? If not, how does the state envision that work being carried out?**

All available funding opportunities for the OSE Educational Partnership have been posted at [Competitive Procurement Contracts](#). The TAPs for Data, Transition, Behavior and Academics are being addressed by other means.

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- 81. There seem to be fixed FTEs assigned to roles in the work of the envisioned to be performed by these Centers. Would NYSED be open to proposals that leverage technology (e.g. online coaching, blended learning) to supplement or in-part replace some of the in person technical assistance, professional development, etc. as a means to being more responsive and cost effective?**

Please review mandatory requirements outlined on page 3 of the RFP. While alternative opportunities beyond in-person learning may be utilized by the Early Childhood and School-age FACE Centers, these cannot replace the mandatory staffing requirements.

- 82. Does the project need an external evaluator?**

No. Please review question 26 in the Fiscal Questions section.

- 83. Does staffing include training specialists only employed by vendor?**

Subcontracting for mandatory staffing is allowable.

- 84. Given that for more than 40 years the ECDC's have been such a critical support for so many years ensuring parents of young children with developmental disabilities had a place to go for support, training, and vital information that allowed them to make informed decisions about their children's services. How will the new Early Childhood FACE Centers provide the same high quality supports to families of young children? The ECDC services have always included: assist in obtaining services for your child, match the individual needs of your child with services available in the community, make referrals to agencies that can provide direct services near where you live, coordinate services between agencies and providers, and follow-up to ensure that your child is receiving all the services needed.**

Through collaboration and communication with all members of the OSE Educational Partnership, the Early Childhood FACE Centers will provide technical assistance and professional development that will promote meaningful family involvement within the educational system, build collaborative community relationships, and provide information and training about available service options and delivery systems for children from birth-5. The focus on joint planning, development and implementation of technical assistance and professional development will improve the efficiency and effectiveness in the delivery of high quality services to families and professionals working with students with disabilities.

- 85. In the deliverables listed for the new Early Childhood FACE Center why are there not specific deliverables that relate specifically to parents of young children and the array of services that have been provided by the ECDC's?**

The purpose of the Early Childhood and School-age FACE Centers is to provide technical assistance and professional development that will promote meaningful family involvement

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within the educational system, build collaborative community relationships, and provide information and training about available service options and delivery systems for children from birth-5 and students age 5-21. The deliverables outlined in the RFP are designed to address how this support will be delivered, regardless of age. Each Center will work with different stakeholders as outlined in the response to question 34.

- 86. Question 8 of the Q/A that is part of the materials included with the RFP document asks – How is it different (Early Childhood FACE) from the Early Childhood Direction Centers (ECDCs)? It states that “A primary role of the Early Childhood FACE Center will be to build the capacity of approved preschool programs to promote meaningful family involvement with the educational system.” This indicates a shift in the focus of the Early Childhood FACE centers away from being the primary support to families of young children – why?**

As outlined in the [Blueprint for Improved Results for Students with Disabilities](#), it is essential that all districts and programs serving students with disabilities improve their ability to engage meaningfully with the families they serve and be the primary support for children and their families. The capacity building efforts of the OSE Educational Partnership will prioritize this work.

- 87. How has SED determined that this is a need for the approved preschool providers? Have the preschool programs expressed this need? The key staff person at the approved preschool special education programs whose primary role it was to work with families was the social worker. However, due to the inadequate funding the approved preschool special education programs have received for many years most of the social work positions have been eliminated.**

OSE recognizes the critical importance of integrating family engagement in all aspects of the Partnership. Collaboration and communication will be critical to the success of the Partnership. As such, all members of the Partnership will be required to work professionally and collaboratively with one another. Each Center (i.e., Regional Partnership Center, Early Childhood FACE Center, and School-age FACE Center) is expected to work together to support the other members of the Partnership as well as the stakeholders in their region.

- 88. Why was there no stakeholder involvement in the development of the new Office of Special Education partnership?**

Through meetings such as the Commissioner’s Advisory Panel, the State Systemic Improvement Plan, and others, stakeholder input over the years has indicated a need for integrated programs, an increased level of oversight and consistency, as well as infusion of knowledge across all areas of support. Recommendations of stakeholders and current vendors have consistently asked for the inclusion of family and community engagement and culturally responsive education across all aspects of our work. The FACE Centers will be

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part of a structure that stakeholders have been advocating for over the years, which partners professionals with specific areas of expertise as a cohesive team.

- 89. Why has there not been an opportunity for families to comment on the new proposed Office of Special Education Partnership and the elimination of the Early Childhood Direction Centers who have depended on the vital services of the ECDC's for so many years?**

Please review the response to question 88.

- 90. It is our understanding that NYSED had a five year contract with the ECDCs and has decided to terminate the contract early and eliminate the ECDCs. Why not maintain the ECDCs for the remainder of the contract until June 2020 to allow the established 14 ECDCs to continue to be a stable consistent and valuable resource to families during the transition and the development of the new Office of Special Education Partnership?**

The majority of contracts funded by OSE supporting schools/districts/families end in 2019. Given this, OSE took this opportunity to streamline the funded contracts and rethink the best approach to providing support to our stakeholders and constituents. The Early Childhood FACE Center is an integral member of the OSE Educational Partnership and it is essential for the success of the Partnership that all members begin the process together. This ensures that there will be no gap in the available resources to families.

- 91. We are very concerned that families of newly diagnosed young children who will need the services that have been offered by the ECDCs will not know who to turn to for assistance. How will SED advertise all of these changes and ensure that the referral sources who have depended for so many years on the services of the ECDCs know who to go to at the new Early Childhood FACE Centers?**

Marketing and outreach materials for each member of the OSE Educational Partnership will be developed by OSE in conjunction with the various partners. Contact information for members of the Partnership, including the Early Childhood and School-age FACE Centers will be provided prior to implementation of the OSE Educational Partnership.

- 92. The ECDCs are referenced in NYS Public Health Law as part of the New York States comprehensive child find system for identifying early intervention eligible children. Would this elimination of the ECDC's require a change in NYS Public Health Law? If so would it require a process including a public comment period before changes to the law could be implemented? Please see the reference to Public Health Law §2542 1(b)(i). Comprehensive child find system and public awareness program 1. The commissioner shall develop a comprehensive child find system that ensures that eligible children in the state are identified, located, referred to the early intervention official and evaluated. Such system shall: (a) require early intervention**

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officials to identify and locate eligible children within their municipality; (b) be coordinated with efforts to identify, locate and track children conducted by other agencies responsible for services to infants and toddlers and their families, including the efforts in (i) part B of the federal individuals with disabilities education act, including early childhood direction centers, (ii) the maternal and child health program under title V of the federal social security act 1, including the infant health assessment program, (iii) Medicaid's early periodic screening, diagnosis and treatment program under title XIX of the federal social security act 2, and (iv) the federal supplemental security income program

Specific terms referenced in current statute that require changes will be reviewed accordingly after new contracts are in place. The award of a new contract pursuant to this RFP would not result in changes to the implementation of State law as referenced in the question above.

- 93. How much direct support service will be available for the FACE Centers to provide to families?**

A regional planning process will be utilized to strategically meet the needs of stakeholders in each area of the State and deploy the resources of the OSE Educational Partnership appropriately.

- 94. What information will be available to families that they will consider to be useful and relevant to them? How will the relevance and usefulness be measured?**

All materials created by the OSE Educational Partnership should be considered useful and relevant to families. Progress monitoring of the Partnership is the responsibility of all members, however, formal evaluation is the responsibility of another contracted entity in the Partnership. As stated in deliverable 8 of the FACE Center RFP, the FACE Centers will be submitting information for the purposes of evaluating their work.

- 95. How much training will the FACE Centers be able to provide to the families and community in comparison to the professionals?**

Please review the response to question 93.

- 96. Can the State fund ECDC through original end date and then issue new RFP for EC FACE Center?**

No. Please review the response to question 90.

- 97. Who will assist the ECDCs and Parent Centers current caseload of parents on July 1? How will that information be transferred so there is no gap in support?**

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Once the contracts for the Early Childhood Direction Centers and Special Education Parent Centers end in June 2019, parents may contact the Early Childhood or School-age Family and Community Engagement Centers with questions about the special education process. Contact information for these centers will be provided prior to implementation of the OSE Educational Partnership. Relevant information from current vendors is being supplied to OSE.

- 98. Is this RFP specifically for current active centers that were already granted to provide such services (i.e., Early Childhood Direction Center) or would it be open to programs such as myself that has an active daycare and after-school program?**

Provided all requirements are met, any organization may apply.

- 99. Who or what agency is responsible for monitoring & updating the Resource Map?**

A Statewide website for the NYSED Office of Special Education Educational Partnership will be established through the TAP for Data. The Partnership Implementation Team will be responsible for approving a process by which the resource map will be monitored and updated. The Early Childhood and School-age FACE Centers are responsible for identifying and maintaining regional resource information as outlined in the deliverables.

- 100. Will webinars be archived and available for viewing at another date after it has been aired?**

Yes.

- 101. Can the webinars be downloaded or saved by FACE Center Specialists?**

Yes.

- 102. Will FACE Center Specialists be given access or know who are the attendees/participants of these webinars? The reason for this question is to establish a network of professional colleagues in a similar field.**

Yes. The webinars referenced in the RFP will be attended by members of the OSE Educational Partnership.

- 103. The three 2-day meetings indicated in the RFP: Will these meetings be held downstate? Upstate? Or conference call type meetings?**

These meetings (for the purposes of fidelity coaching) will occur in the regions covered by the Regional Partnership Centers.

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104. May proposals be combined for multiple regions or EC and School-aged FACE Centers within a region?

No. Separate proposals are required.

105. Should the budget include travel expenses for five, 2-day meetings in Albany (assuming the three TAP meetings are in Albany)?

There is one meeting per year in Albany that lasts for two days for the purposes of regional planning.

There is one meeting per year in Albany that lasts for two days for the purposes of professional development (this meeting will begin in year 2 of the contract).

There are three meetings per year that last for two days for the purposes of fidelity coaching and professional development from the TAPs. These meetings will occur in the regions covered by the Regional Partnership Centers.

Bidders should budget for necessary travel expenses to attend all required meetings.

106. Please define technical assistance. Please define support.

Technical assistance in the context of this RFP generally involves responding to questions posed by school/program staff, families, community representatives, and other interested parties around a range of topics related to the education of students with disabilities.

Support in the context of this RFP could include, but is not limited to, technical assistance, professional development, targeted skills development for a group of stakeholders, etc. The type and frequency of technical assistance and/or support would be decided through regional planning.

107. How many Early Childhood FACE Centers will there be in the NYC region?

Five; there will be one in each borough. See appendix 2 of the RFP.

108. These competitions are regional, correct?

Yes. See appendix 2 of the RFP.

109. What is the difference between “training”, “technical assistance” and “targeted professional development”?

Please review the response to question 106. Training and targeted professional development are usually provided to a group of people. Training may be considered a

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standard topic offered to a broad audience. Targeted professional development will be provided to a specific group of people on a specific topic, identified as a need through root cause analysis or other method of identification.

- 110. Would you please tell us what expectations will be conveyed to the school districts with regards to the need for them to collaborate with the School-age FACE Center in their region?**

Depending on identification of needs, a district may receive an invitation to participate in various events, or a letter directing them to engage in supports from the OSE Educational Partnership.

- 111. What expectation is there for the FACE Centers to provide direct consultation (i.e., phone calls, e-mails, in-person assistance) to families and to what extent?**

Please review the responses to questions 25 and 93.

- 112. Other than regional training, what type of support should be made available to any interested party, such as families, early childhood education or school staff, community groups, etc.?**

Please review the responses to questions 93, 106, and 109.

- 113. What is the expected timeline for the PIT and the TAPs for Transition, Behavior, Data, Academics, and Equity to provide FACE Centers with support, tools, training materials and curricula on Family and Community Engagement?**

It is likely that members of the FACE Centers will provide assistance in the development of materials for the OSE Educational Partnership. If a FACE Center is asked to create a training package, that material would need to be reviewed and approved by OSE. Specific processes and timelines for such work will be developed by OSE.

- 114. Our agency is a provider of 4410 and 853 schools. Given the fact that we operate these special education programs funded through NYSED, would it be a conflict for us to operate an Early Childhood or School-age FACE Center?**

Provided all requirements are met, any organization may apply. Please review the requirements as outlined under the Mandatory Requirements and Deliverables and/or Project Description sections of the RFP (pages 3 and 6-8). The bidder must demonstrate their organizational capacity to meet the deliverables as outlined within the RFP.

- 115. Are school districts encouraged to apply as part of a consortium?**

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This RFP is not designed for joint bids/a consortium. However, the bidder may propose to subcontract with other entities to provide some of the services required.

116. Is it meant that the term “vendor”, “bidder”, “contractor”, “applicant”, “agency”, and “respondent” used throughout the RFP Document are all the meant to mean the same thing?

Yes.

117. When an agency is submitting a bid for the Early Childhood and School Age FACE Centers is the agency submitting:

- **2 Technical Proposals- 1 for each FACE Center**
- **2 Work Plans-1 for each FACE Center**
- **2 Budgets- 1 for each FACE center**
- **2 Sets of Submission documents- 1 for each FACE Center**

In 2 different submission packets to Albany or is the agency submitting

- **1 Technical Proposal that includes a description for both FACE Centers**
- **1 Budget that includes the total costs for both FACE Centers**
- **1 Work Plan for Both FACE Centers**
- **1 Set of Submission documents for both FACE Centers**

In 1 submission packet to Albany for both Early Childhood and School Age Centers

If bidding on both FACE Centers, an entity must submit two separate proposals. The technical proposals, work plans, and budgets should be specific to either the Early Childhood or School-Age FACE Center. Please note that proposals for Early Childhood and School-Age FACE Centers will be evaluated independently and a bidder may be awarded one and not the other.

The two proposals may be mailed together in a single external shipping package, so long as the two proposals are sealed in separate envelopes and clearly labeled.

118. Can you explain in short what this RFP is all about? Is it only for children/students with disabilities?

The OSE Educational Partnership was created to promote greater efficiency and effectiveness in the delivery of high quality services to families and professionals working with students with disabilities. As stated on page 1 of the RFP, the purpose of the Early Childhood and School-age FACE Centers is to work collaboratively with the NYSED Office of Special Education (OSE) Educational Partnership to provide technical assistance and professional development that will promote meaningful family involvement within the educational system, build collaborative community relationships, and provide information and training about available service options and delivery systems for children from birth-5 and students age 5-21. More information, including a brochure and recorded webinar, can be found at the [homepage for the Partnership](#).

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119. Please explain to me how can my school benefit from the Early Childhood and School-age Family and Community Engagement Centers?

Generally speaking, the FACE Centers will provide regional trainings, technical assistance, and other means of support to assist schools and early childhood programs to meet the principles outlined in the [Blueprint for Improved Results for Students with Disabilities](#). The FACE Centers will focus primarily on building capacity of programs to meaningfully engage parents and other family members as partners in the special education process and the education of their child. For more information please review the Blueprint.

120. Is this grant opportunity designed for smaller school districts?

This RFP will result in a series of contracts, not grants. The contracted entities will support districts of any size.

121. Please describe how technology solutions/tools for parent engagement will be incorporated into the Educational Partnership plans. Will the FACE Centers be responsible for implementing them?

Specific topics and methods of delivery would be discussed through the regional planning process, and FACE Centers would be responsible for utilizing those methods of delivery, such as virtual meetings, webinars, etc.

122. Will translation of materials into languages other than English be required and the responsibility of the FACE Centers?

Please review the responses to questions 16 and 17.

123. Who can provide technical assistance to parents/families? In the TAP for Equity Q & A the following information was given: 2. Where do I go if I have questions about my child with a disability to understand his rights? Currently, parents may contact the Office of Special Education Quality Assurance, the Early Childhood Direction Centers or Special Education Parent Centers for support. Once the contracts for the Early Childhood Direction Centers and Special Education Parent Centers end in June 2019, parents may contact the Early Childhood or School-age Family and Community Engagement Centers with questions about the special education process. Contact information for these centers will be provided prior to implementation of the OSE Educational Partnership. Then in the RPC Q&A the following information was given: 7. Define technical assistance please. Technical assistance in the context of this RFP generally involves responding to questions posed by school/program staff, families, community representatives, and other interested parties around a range of topics related to the education of students with disabilities.

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All members of the OSE Educational Partnership will share responsibility for providing information to parents and families depending on the needs of the individual and the expertise of the Partnership staff.

124. Are we allowed to budget for closed captioning of recorded material?

Please review the response to question 17.

125. Who is responsible for creating and submitting reports on trainings and technical assistance?

Please review pages 7-8 of the RFP, deliverable 6 of the Professional Development Specialist and the Resource and Referral Specialist, as well as the Payments and Reports section on page 8.

The following questions have been impacted by the revisions to the RFP.

126. Are we allowed to add other FTEs such as a coordinator, information specialist, executive director, or per diem workshop facilitator? If so, would they count towards the subcontracting percentage? Are there any additional mandatory expectations for FTE positions?

The RFP for Early Childhood and School-age FACE Centers was updated as posted on January 23, 2019. In each of the 14 regions of the State, one (1) FTE has been added to the Early Childhood FACE Center and one FTE to the School-age FACE Center. This new position has been identified as the Resource and Referral Specialist. The one (1) FTE Resource Specialist in the Early Childhood FACE Center and the School-age FACE Center identified in the original RFP has been renamed the Professional Development Specialist and identified as the project lead.

From the Mandatory Requirements section of the RFP:

- 1. The project **must include but cannot exceed one** (1) FTE to serve as Professional Development Specialist. The position must be filled by one individual who will also serve as the lead of the project. The minimum qualifications for this position include a Master's degree or higher, and experience providing professional development and/or technical assistance.*
- 2. The project **must include but cannot exceed one** (1) FTE to serve as Resource and Referral Specialist. The position may be filled by up to two individuals, each working at .5 FTE. The minimum qualifications for this position include a Bachelor's degree or higher, and experience providing community outreach.*

Additional staffing for clerical and/or administrative support may be included in the proposal. This would include additional staff at an executive or administrative level.

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Any services provided by individuals who are not employees of the bidder will count towards the subcontracting percentage.

- 127. Is it possible that “equivalent experience” could be used in place of a master’s degree? If professional staff have significant years of “experience providing professional development and/or technical assistance” and/or represents a diverse or underrepresented community population, can that experience and/or community representation be consider as an equivalent to a Master’s degree?**

No. Please review the response to question 126. The minimum qualifications for the Professional Development Specialist and Resource and Referral Specialist must be met.

- 128. The RFP states the project must include one (1) FTE to serve as Resource Specialist and that the position may be filled by up to 2 individuals, each working at .5 FTE. Does this mean that the entire staffing of the School-age FACE Centers will only be comprised of (1) FTE to serve as Resource Specialist or can additional staff be included in the proposal and budget in order to provide the proposed services?**

Please review the response to question 126.

- 129. The RFP states the minimum qualifications for professional staff include a Master’s degree or higher, and experience providing professional development and/or technical assistance. Do the minimum qualifications pertain specifically to the (1) FTE position that serves as Resource Specialist or any project staff that might be hired as well?**

Please review the response to question 126. There are no minimum requirements for clerical staff or administrative support.

- 130. A region may consist of well over 100 public schools alone. How will the equivalent of (1) FTE Resource Specialist from a FACE Center be able to provide a combination of discipline-specific regional trainings, targeted professional development and technical assistance to families, staff of community programs and early childhood settings, staff of public school districts, approved private day and residential schools, Special Act schools, State-supported, and State-operated schools or to any interested party, in a sustainable way, when it could require two hours of travel time one way, to a school district located 100 miles away?**

The RFP for Early Childhood and School-age FACE Centers was updated as posted on January 23, 2019. In each of the 14 regions of the State, one (1) FTE has been added to the Early Childhood FACE Center and one FTE to the School-age FACE Center. This new position has been identified as the Resource and Referral Specialist. The one (1) FTE Resource Specialist in the Early Childhood FACE Center and the School-age FACE Center

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identified in the original RFP has been renamed the Professional Development Specialist and identified as the project lead.

Collaboration and communication will be critical to the success of the Partnership. As such, all members of the Partnership will be required to work professionally and collaboratively with one another. Each Center (i.e., Regional Partnership Center, Early Childhood FACE Center, and School-age FACE Center) is expected to work together to support the other members of the Partnership as well as the stakeholders in their region. A regional planning process will be utilized to strategically meet the needs of stakeholders in each area of the State and deploy the resources of the OSE Educational Partnership appropriately.

- 131. Can a proposal include more than 1 FTE if the needs and capacity in a region demands? For the Early Childhood and School Age FACE Resource Specialist positions is the minimum requirement a 1 FTE or a maximum of 1 FTE for the projects?**

Please review the response to question 126.

- 132. With regard to the School-Age Family and Community Engagement Centers RFP, what is meant by 1 FTE?**

FTE stands for full-time equivalent. Please review the response to question 126. The Professional Development Specialist, who serves as the lead of the project, must be a 12-month position. The Resource and Referral Specialist must be at least a 10-month position.

- 133. It is extremely concerning that there is only one FTE supported to implement the numerous deliverables required in each of the FACE projects. Can you provide justification as to why the NYSED has reduced the funding for family supports so drastically?**

The RFP for Early Childhood and School-age FACE Centers was updated as posted on January 23, 2019. In each of the 14 regions of the State, one (1) FTE has been added to the Early Childhood FACE Center and one FTE to the School-age FACE Center. This new position has been identified as the Resource and Referral Specialist. The one (1) FTE Resource Specialist in the Early Childhood FACE Center and the School-age FACE Center identified in the original RFP has been renamed the Professional Development Specialist and identified as the project lead.

- 134. The minimum qualifications for FACE Center professional(s) include a Master's degree in any discipline. How does this requirement reflect the staff's ability to provide high quality service delivery on parent and community engagement? Why isn't a Bachelor's degree and/or experience and knowledge of community resources, disability service systems, capacity for inter-agency networking, and experience**

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supporting parents specifically, acceptable and valued as the best approach to providing support to stakeholders and constituents?

Please review the responses to questions 126 and 127. A minimum degree requirement allows for an objective decision point but does not prevent bidders from requiring additional experience or education.

- 135. Do the 14 FACE Centers select and hire their own team of training specialists? If so, are they considered sub-contractors or can they be part-time employees within the regional FACE Center?**

Please review the response to question 126. Subcontracting for mandatory staffing is allowable. As stated in the RFP on page 8, it is expected that the primary content expertise will be provided by members of the Partnership. All trainings will be conducted by the mandatory staff positions.

- 136. The new Early Childhood FACE Centers proposed 1 FTE staff person. Why has the staffing been reduced from the current ECDC Staffing (most have 2 or 3 FTE's) to the new proposed Early Childhood FACE Centers when the expectation is that they will offer all of the services the ECDC's had been providing and expand to supporting approved preschool programs and school district programs? How can they possibly meet all of the needs of families of young children who have depended on the ECDC's for so many years?**

The deliverables and expectations for the FACE Centers have some similarities but are not the same as the deliverables of the Early Childhood Direction Centers. They are similar in that the Early Childhood Direction Centers currently have deliverables requiring them to support and provide technical assistance to families, preschool providers, school districts, and other professionals. Please review the responses to questions 126 and 130.

- 137. How will one person deliver these services adequately? How does the reduction of professional staff to (1) FTE for each Early Childhood and School-age FACE Center promote greater efficiency and effectiveness in the delivery of high quality services to families? Please provide justification for cutting the FTEs from 3 to 1 for Early Childhood and 2.5 to 1 for the school age grants? And how will this decreased level be able to adequately support families in need of assistance. The RFP also later articulates that the FACE Centers will provide, "Regional training and support, *made available to any interested party*, such as families, early childhood education or school staff, community groups, etc." This seems like a lot for one FTE. Our current Parent Center contract provides approximately 120 trainings per year upon request from "interested parties". How does NYSED envision one FTE per contract supporting the requested needs of interested parties, as well as what is determined by the PIT?**

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Please review the response to question 130. Staffing decisions for the Early Childhood and School-age FACE Centers were based on needs using data-based decision-making.

- 138. How will it be made clear to parents and others that a FACE Center is not really a “center” in the typical sense in that it only consists of (1) FTE Resource Specialist who alone, serves early childhood programs that support students with disabilities, public school districts, approved private day and residential schools, Special Act schools, State-supported, and State-operated schools that span a region which may encompass a potential of up to seven counties?**

Please review the response to question 130.

- 139. It is stated that the RFP Q&A that the primary focus will be providing PD to school districts around Family Engagement. However, this may leave too little time for direct support of families to proactively and positively navigate the special education system. What is the plan for providing this support to families? (It doesn't seem that one person will be able to do all the PD and the support of families.)**

The RFP for Early Childhood and School-age FACE Centers was updated as posted on January 23, 2019. In each of the 14 regions of the State, one (1) FTE has been added to the Early Childhood FACE Center and one FTE to the School-age FACE Center. This new position has been identified as the Resource and Referral Specialist. The one (1) FTE Resource Specialist in the Early Childhood FACE Center and the School-age FACE Center identified in the original RFP has been renamed the Professional Development Specialist and identified as the project lead.

Regional Partnership Centers, Early Childhood FACE Centers, and School-age FACE Centers will work with schools, districts and programs in the region to build their capacity to promote meaningful family involvement within the educational system. The work of both the Early Childhood and School-age FACE Centers, as well as the Regional Partnership Centers, will be directed through a regional planning process, designed to strategically meet the needs of stakeholders in each area of the State and deploy the resources of the OSE Educational Partnership appropriately. Specific topics and methods of delivery would be discussed through the regional planning process so that each deliverable required of the different Centers is achieved. District, program or child-specific questions may be directed to the appropriate [Special Education Quality Assurance \(SEQA\) Regional Office](#).

- 140. Concerned to hear SED will be closing the Early Childhood Direction Centers and special education parent centers and opening new centers with less staff and less opportunity to provide families with 1:1 assistance. Particularly as we are seeing a shortage of preschool special education classes, it does not seem like a good time to pull back on advice and support available to families in the early childhood context. There is growing concern about this in early childhood and education advocacy**

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communities. We're getting emails from other advocates who are concerned about the loss in parent support.

Thank you for sharing your concern. Support for families is not being eliminated; families will continue to receive support through the OSE Educational Partnership. Please review the response to question 130. Regional Partnership Centers, Early Childhood FACE Centers, and School-age FACE Centers will work with schools, districts and programs in the region to build their capacity to promote meaningful family involvement within the educational system. In addition, families can contact the Early Childhood or School-age FACE Centers for assistance finding resources in their area. These resources will be posted on a [community resource map](#). Contact information for these centers will be provided prior to implementation of the OSE Educational Partnership.

- 141. Will (1) FTE Resource Specialist be expected to provide technical assistance and support to identified early childhood programs that support students with disabilities or public school districts, approved private day and residential schools, Special Act schools, State-supported, and State-operated schools in order to meet all 8 deliverables outlined in the work plan for Year 1?**

Please review the response to question 126.

Stakeholders for the Early Childhood FACE Centers include families of children age birth-5 as well as community members and staff of programs and early childhood settings where preschool students with disabilities are served. Stakeholders for the School-Age FACE Centers include families of students age 5-21 as well as community members and staff of public school districts, approved private day and residential schools, Special Act schools, State-supported, and State-operated schools. The Early Childhood and School-age FACE Centers will be required to meet all deliverables outlined in the RFP and included on the workplan.

- 142. Our Organization exists in a region where the School-Age FACE Center encompasses two Regional Partnership Regions and two Early Childhood FACE Centers. Is it expected that 1 Resource specialist would fulfill all the scheduled meetings and intensive building and district work in two partnership regions or is it NYSED's intent that staffing be proposed to meet actual capacity needs? If the latter, how will the fiscal criteria points be awarded so that the proposal that incorporates the appropriate staffing is not penalized by being compared to a proposal that does not propose the same appropriate level of staffing?**

Please review the response to question 126. The FACE Center must attend all scheduled meetings as outlined in the RFP. All bidders should propose staffing consistent with the Mandatory Requirements.

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- 143. The requirement for a Master's degree to provide parent support and professional development on parent engagement does not align with a goal of quality service delivery in this particular topic. Why is a requirement for a master's degree required for these roles, but not actual experience as a parent, or prior experience supporting parents? While a master's degree would seem an appropriate requirement for someone providing PD in instruction and academic related topics, it is not required and will actually exclude individuals with excellent track records for this work.**

Please review the response for question 126. The qualifications for the Professional Development Specialist or Resource and Referral Specialist indicate a minimum requirement. They do not preclude the local decision of adding any additional component to the education or experience of an individual hired for the position.

- 144. How will the FACE Centers provide direct services to families in addition to the collaborative work with the OSE Partnership and building capacity within the districts with one FTE?**

Please review the response to question 130.

- 145. As a Board Member and former Special Education PTA president in a district with 1500 SWDs that has worked closely with both the ECDC and SEPCs in our region. I am aware of the tremendous support these programs provide to our families through both direct individual personal contact and training. In a region the size of ours, which also encompasses Yonkers, it is not reasonable to expect that the level of support provided could continue with one FTE for each program. Was NYSED's intent in the new RFP to eliminate this support for families?**

Support for families is not being eliminated. Please review the responses to questions 1, 2, 126, and 130.

- 146. The OSE Educational Partnership Q & A states it will support families and tell them who families can reach out to for help and assistance in finding resources in their area. What is the likelihood that (1) FTE Resource Specialist will have this capacity for an entire region especially in rural parts of the state?**

Please review the response to question 130.

- 147. Would the principles outlined in the Blueprint support the use of (1) FTE FACE Center Resource Specialist per NYS region, as an effective method to provide students, parents and other family members of students with disabilities with information and support needed to be meaningfully involved in the special education process and the education of children?**

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Please review the response to questions 126 and 130. The [Blueprint for Improved Results for Students with Disabilities](#) outlines a framework of expectations to lay the foundation for improved instruction and results for students with disabilities. The guiding principles highlight the importance of parents as meaningful partners in the special education process. The guiding principles are to be used by the State to review policy, technical assistance and other improvement activities. The Blueprint also notes that school districts and schools are encouraged to use these principles to review practice and to identify and act on areas where improvement is needed. It does not prescribe staffing levels at any level of the system.

148. How are ECDC and Parent Centers expected to provide the intensive support and focus as a FACE Center with less staff?

Please review the response to question 126. The ECDCs and Special Education Parent Centers are ending in June 2019. A new set of contracts, the Early Childhood and School-age FACE Centers, are beginning in July 2019, along with other entities that make up the OSE Educational Partnership. A regional planning process will be utilized to strategically meet the needs of stakeholders in each area of the State and deploy the resources of OSE Educational Partnership appropriately. Collaboration and communication will be critical to the success of the Partnership. As such, all members of the Partnership will be required to work professionally and collaboratively with one another. Each Center (i.e., Regional Partnership Center, Early Childhood FACE Center, and School-age FACE Center) is expected to work together to support the other members of the Partnership as well as the stakeholders in their region.

149. Is it required for additional staff to be identified and included with the proposal?

Please review the response to question 126. Any clerical or administrative support positions must be included with the proposal.

150. Can full time equivalent for the school age family and community engagement be made up of more than one staff? Can we, for example, have a trainer provide 20 hours per week, a clinician 10 hours per week, and administrative staff 10 hours per week?

Please review the mandatory requirements on page 3 of the RFP and the response to question 126.

151. Currently there is both an ECDC and SEPC in our region. Each of these programs support thousands of parents per year through individual consultation and thousands more through training. Since NYSED collects this data from their contracted providers and, as such, is aware of this detailed need for support, it must also be aware that this represents demand that could not possibly be accommodated by one FTE. How can you possibly support this population effectively? Was NYSED's intent in the new RFP to eliminate this support for families?

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Support for families is not being eliminated. Please review the responses to questions 1, 2, 126, and 130.

- 152. The title of the newly added (1) FTE staff is Resource and Referral Specialist. What types of referrals would this staff be expected to provide?**

As outlined in the deliverables, the Resource and Referral Specialist will identify and maintain regional resource information for community partners, as well as cultivate new relationships with community partners who support children/students with disabilities. This information will be shared with parents, families, and other professionals on an as-needed basis.

- 153. The OSE Educational Partnership Q&A states it will support families and tell them who families can reach out to for help and assistance in finding resources in their area. Is the expectation that the (2) FTE Specialists will have the capacity for an entire region, especially highly populated regions of the state as well as those that include Big 5 districts?**

Yes. Please review the response to question 130.

- 154. Page 22 of the submission documents titled "Mandatory Requirements Certification" was never updated to the new title and the second position and minimum qualifications was not added. Is this to be submitted as is or will the submission documents be updated?**

The submission documents have been updated to reflect the new position.

- 155. The new position is referred to as Research and Referral Specialist (on website summary of changes) and Resource and Referral Specialist (in RFP), which title is preferred?**

The title of the new position is Resource and Referral Specialist.

- 156. In the deliverables section it describes the responsibility of the Resource and Referral Specialist to identify and maintain resource information for those who serve children/students with disabilities and their families which will be posted on a community resources map.**

Please review questions 18, 19, and 20 which may address the comment.

- 157. The RFP states FACE Center Resource Specialists will work together to host/attend regularly scheduled collaborative meetings (including agency staff, schools, administrators, families, etc.) that focuses on a rotating series of similar topics. Does "host/attend" mean host and/or attend?**

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Yes. Whether or not a FACE Center Specialist has to host or attend a meeting depends on the meeting in question. Please review the response to question 126 to clarify the positions in the RFP.

- 158. Are the FACE Center Resource Specialist(s) the only ones who provide direct service to families such as in-person training, technical assistance and consultation or will staff from the Regional Partnership Centers also provide technical assistance and professional development to a variety of stakeholders including students and families?**

All members of the OSE Educational Partnership will provide training and support to a variety of stakeholders, including families. Please review the response to question 126 and the updated deliverables within the RFP.

- 159. Will proposed Resource Specialist for Early Childhood and Resource Specialist for School-Age be able to post or submit new information? Who or where is the new information submitted or uploaded?**

It is assumed the question refers to submitting information for the Partnership website. Please review the responses to questions 18, 19, 20, and 99, and review the deliverables outlined in the RFP. In addition, please review the response to question 126 to clarify the positions in the RFP.

- 160. Will Resource Specialists request information about the users of the Resource Map in their proposed county of service?**

Evaluative data from the website regarding usage will be reviewed with all members of the OSE Educational Partnership. Please review the response to question 126 to clarify the positions in the RFP.

- 161. Can you please clarify the mandatory staffing Guidelines?**

Page 3 of the RFP states that (a) the project must include but cannot exceed one (1) FTE to serve as Professional Development Specialist. The position must be filled by one individual who will also serve as the lead of the project. The minimum qualifications for this position include a Master's degree or higher, and experience providing professional development and/or technical assistance. (b) The project must include but cannot exceed one (1) FTE to serve as Resource and Referral Specialist. The position may be filled by up to two individuals, each working at .5 FTE. The minimum qualifications for this position include a Bachelor's degree or higher, and experience providing community outreach. (c) Bidders must be located in the region of NYS that they will serve through this project.

Please also review the responses to questions 81, 83, 128, 137, and 152 for additional clarification.

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162. Will the Resource and Referral Specialist be able to provide technical assistance and resources direct to families who contact us?

Yes.

163. Does the submission need to include a resume for the people in the positions within the Partnership (the Research and Referral Specialist and the Professional Development Specialist)?

Please review the Technical Criteria for Organizational Capacity on page 16-17 of the RFP. A description of how staff's qualifications are appropriate to achieve project objectives. Bidders must include either resumes or job descriptions of personnel.

Fiscal Questions

1. What are the funding parameters? In other words, what is the funding floor and cap? Is there a specific budget limit for proposals?

There is no funding floor or cap. However, all proposed costs will be reviewed for reasonableness. Please also keep in mind that this RFP employs a "best value" method of procurement, with 30 percent of the overall points awarded based on cost. (See "Criteria for Evaluating Bids" section of the RFP for additional information). Bidders are encouraged to submit budgets that are cost effective.

2. On page 3 of the RFP it requires one FTE. Do we have the opportunity to hire clerical staff for the FACE centers? If so, will the position be limited to the number of hours that can be worked?

Additional staffing for clerical and/or administrative support may be included in the proposal. Any clerical staffing must be reasonable and necessary to complete the scope of work.

3. Is a budget narrative required to be submitted with the Cost Proposal Forms?

There is no requirement for a budget narrative in the RFP. Only a cost proposal is required, which is worth 30 of 100 points in the best value procurement.

4. Is a Vendor Responsibility Questionnaire and a NYSED vendor responsibility review required for approved SDVOB vendors that the FACE Center intends to specifically name in the RFP?

A Vendor Responsibility Questionnaire and NYSED vendor responsibility review is required for any subcontractor known at time of award and expected to receive more than \$100,000 during the term of the contract.

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- 5. I see (on page 5 of the RFP) that the use of SDVOBs is strongly encouraged, but not required. Will use of SDVOBs be at all taken into account in scoring?**

No.

- 6. Please identify budget requirements and eligible/ineligible costs. Can a proposal include salary/fringe for supervision or administrative assistance, or is it restricted to only the 1.0 FTE Resource Specialist?**

Funds may be used for expenses that are reasonable and necessary to complete the scope of work and are not specifically prohibited. For information on the revised staffing requirements, please see the Mandatory Requirements section of the RFP and the response to program question 126.

- 7. I need some clarification on the Budget Limits for proposal RFP #19-025 Early Childhood and School-Age Family and Community Engagement Centers. We needed clarification on Budget such as: Budget limits/ amounts, max-min.**

There is no established budget minimum or maximum. However, all proposed costs will be reviewed for reasonableness. Please also keep in mind that this RFP employs a “best value” method of procurement, with 30 percent of the overall points awarded based on cost. (See “Criteria for Evaluating Bids” section of the RFP for additional information). Bidders are encouraged to submit budgets that are cost effective.

- 8. In the Criteria for Evaluating Bids, is there a cutoff score for the Technical Criteria calculation that must be met before moving on for evaluation of the Financial Criteria?**

No.

- 9. What is the calculated formula of the Contract Administration Unit?**

As described in the RFP, the cost proposal is worth 30 percent, or 30 points, and is based on the grand total of the five-year budget summary submissions. The lowest cost proposal is awarded 30 points, while the others are calculated according to this formula: $30 \times (\text{lowest proposal} / \text{proposal being evaluated})$. For example, Bidder A is the lowest cost at \$1,000,000 and receives 30 points for the cost score. Bidder B is twice the cost at \$2,000,000 and through the formula is awarded 15 points.

- 10. What calculation will be used to compute the relative difference of each proposal against the lowest budget submitted?**

As described in the RFP, the cost proposal is worth 30 percent, or 30 points, and is based on the grand total of the five-year budget summary submissions. The lowest cost proposal is awarded 30 points, while the others are calculated according to this formula: $30 \times (\text{lowest}$

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proposal / proposal being evaluated). For example, Bidder A is the lowest cost at \$1,000,000 and receives 30 points for the cost score. Bidder B is twice the cost at \$2,000,000 and through the formula is awarded 15 points.

11. What specific costs are allowable expenses? Is food allowable for associated workshops or events? Are food costs related to staff travel allowable?

Funds may be used for expenses that are reasonable and necessary to complete the scope of work and are not specifically prohibited. Food is not an allowable cost.

12. What items are not allowed and will not be funded?

Non-allowable expenses include food, gifts, contributions, alcoholic beverages, entertainment, expenses that violate the State's Ethics Law, and travel expenses in excess of the NYS rates.

13. What is the total available funding and funding levels associated with this RFP? Is there a minimum or maximum award amount associated with this RFP?

There is no established budget minimum or maximum. However, all proposed costs will be reviewed for reasonableness. Please also keep in mind that this RFP employs a "best value" method of procurement, with 30 percent of the overall points awarded based on cost. (See "Criteria for Evaluating Bids" section of the RFP for additional information). Bidders are encouraged to submit budgets that are cost effective.

14. What is the available funding level by region associated with this RFP?

There is no established amount per region.

15. What exact calculation/formula will be used to compute the relative difference of each proposal against the lowest budget submitted?

As described in the RFP, the cost proposal is worth 30 percent, or 30 points, and is based on the grand total of the five-year budget summary submissions. The lowest cost proposal is awarded 30 points, while the others are calculated according to this formula: $30 \times (\text{lowest proposal} / \text{proposal being evaluated})$. For example, Bidder A is the lowest cost at \$1,000,000 and receives 30 points for the cost score. Bidder B is twice the cost at \$2,000,000 and through the formula is awarded 15 points.

16. How should FTE budgets reflect the number of SWDs in each region?

Bidders should budget FTEs consistent with the staffing requirements of the RFP. Please see the Mandatory Requirements (page 3 of the RFP) and the response to question 126 for staffing guidelines.

17. Can we apply an inflation factor in the budget for years 2 through 5? If so, what rate?

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If a bidder anticipates an increase in expenses, due to negotiated salary increases or other factors, these should be built into the proposed budget. All proposed expenses and any increases must be reasonable and necessary to complete the scope of work.

18. Are indirect costs allowable expenditures? What is the indirect cost rate? How and by whom is the “approved restricted indirect cost rate” determined? What expenses does the indirect cost rate cover?

Bidders may propose to include indirect costs in the budget. There is no specified approved restricted indirect cost rate for this RFP. However, all proposed costs will be reviewed for reasonableness. The indirect cost rate can be applied to all direct costs except for: Purchased Services with BOCES, Equipment, any tuition assistance or instructional support, and the portion of any subcontract that exceeds \$25,000. Indirect costs cover activities that benefit more than one program or objective and, therefore, cannot be readily assigned to only one specific program or objective. They are generally classified under functional categories such as general maintenance and operation expenses, general office and administration expenses, general overhead expenses, and other allowable general expenses.

19. Is there a cap (i.e., a maximum) on the percentage of indirect costs allowable under either of these grants?

There is no specified approved restricted indirect cost rate for this RFP. However, all proposed costs will be reviewed for reasonableness. Please also keep in mind that this RFP employs a “best value” method of procurement, with 30 percent of the overall points awarded based on cost. (See “Criteria for Evaluating Bids” section of the RFP for additional information). Bidders are encouraged to submit budgets that are cost effective.

20. Will office space for the two positions be provided by NYSED or is the CBO expected to provide space?

NYSED will not be providing office space.

21. Where in the budget would we include rent of our office space?

If rental costs for office space are needed for the project, they would be included under Purchased Services.

22. Within some regions, the cost of living is higher than others (i.e., the cost of living in White Plains/Lower Hudson Valley is higher than Monticello/Sullivan County). Since the budget (including salary) is weighted, how will this regional disparity be accounted for?

Proposals will be scored and compared to only those proposals within the region they are applying for. In accordance with the RFP method of award, 30 points will be based on the cost,

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with lower cost proposals receiving more points. There is no mechanism to weight or adjust any particular bidder's costs based on office location or any other factor.

23. Regarding the budget how will SED differentiate the 2 separate FACE Centers?

Proposals for Early Childhood and School-Age FACE Centers will be evaluated and awarded separately, and bidders must submit a separate proposal for each one. If the same entity is awarded both an Early Childhood FACE Center and a School-Age FACE Center, a separate contract will be prepared for each center.

24. Are there any forms that we need to submit for the SDVOB vendors that the FACE intends to specifically name in the RFP?

SDVOB vendors should be listed if applicable on the Year 1 Budget and Subcontracting Form. There are no specific forms for SDVOB vendors.

25. When will budget modifications be allowed? What will be the parameters around budget modifications be?

Budget modifications not exceeding 10% of the budget category may be approved by NYSED. Specific direction regarding the budget modification process will be provided to contract awardees at the beginning of each project year. Budget modifications exceeding 10% of the budget category would require a formal contract amendment and will only be approved in unusual circumstances.

26. Will an evaluator of our services be an allowed expense? The purpose will be for an objective internal review of services and effectiveness.

No. The TAP for Data will provide evaluation services for all members of the Partnership. Please review question 82 in the Program Question section.

27. Will the Mandatory Requirements Certification Form in the Submission Documents be updated to reflect the new roles and requirements of the Professional Development Specialist and the Resource and Referral Specialist?

The Mandatory Requirements Certification Form has been updated and posted on the RFP webpage.

28. Are interpretation costs an allowable expense item in the budget?

A FACE Center may include costs for interpreters or other reasonable accommodations for families to participate in trainings, and such requests would be reviewed and approved through regional planning. As with all expenses, costs budgeted must be reasonable and necessary for completing the scope of work.

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29. Is the application fee for becoming a CTLE sponsor an allowable budget expense?

Yes.

30. If we are a 501(c)3 nonprofit organization, are we considered a “corporation” on the non-collusive bidding certificate?

Yes.

31. Can you provide an unlocked version of the budget forms for doing calculations for developing budget drafts?

All bidders should use the locked budget workbook when preparing their cost proposals. If a bidder requires modifications to this form (e.g., additional rows), please contact RFP19025@nysed.gov to request a revised form.

32. Will we be able to submit budget modifications in each contract year since staff salaries often change during the term of the contract or will only one budget modification be allowed at the end of the contract?

Budget modifications not exceeding 10% of the budget category may be approved by NYSED. Specific direction regarding the budget modification process will be provided to contract awardees at the beginning of each project year. Budget modifications exceeding 10% of the budget category would require a formal contract amendment and will only be approved in unusual circumstances.

M/WBE Questions

1. If for profits are eligible, are MWBEs required to also subcontract other MWBEs in order to meet the MWBE goal requirement? Wouldn't the MWBE applicant meet the goal requirement by virtue of it being the lead agency/applicant?

If an M/WBE vendor is selected as a Prime, they are still encouraged to include M/WBE firms for any supply/ subcontracting opportunities.

2. Is a Vendor Responsibility Questionnaire and a NYSED vendor responsibility review required for approved MWBE vendors that the FACE intends to specifically name in the rfp?

A Vendor Responsibility Questionnaire and NYSED vendor responsibility review is required for any subcontractor known at time of award and expected to receive more than \$100,000 during the term of the contract.

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- 3. Is a supplier that is an approved MWBE also considered a subcontractor? If not, what is the difference between a subcontractor and supplier?**

No, M/WBE participation not only includes services, but can also include materials or supplies purchased from minority and women-owned firms certified with the NYS Division of Minority and Women Business Development. A subcontractor provides actual services or performs a task. A supplier provides goods and materials.

- 4. I have a NYC M/WBE Certificate, not a NYS one. Can I use it to apply for this RFP?**

Only M/WBE firms certified with NYS Empire State Development can be used towards the attainment of the M/WBE Goal.

- 5. Should Supplies purchased from MWBE vendors be listed under Purchased Services or under Supplies and Materials in the budget?**

Supplies purchased from MWBE vendors should be listed under Supplies and Materials.

- 6. Should Promotional Materials purchased from MWBE vendors be listed under Purchased Services or under Supplies and Materials in the budget?**

Promotional supply and material costs should be included within the Supply and Material category of the budget.

- 7. Are there restrictions on services and goods provided within the 10% M/WBE target?**

The only restrictions are those outlined within the RFP and Q&A.

- 8. Is the level of M/WBE participation factored into the scoring? Will respondents be penalized for requesting a partial waiver?**

M/WBE participation is not factored into the scoring process; however, a contract will not receive final approval until it has received M/WBE approval.

- 9. Just to confirm – there are no exemptions from the M/WBE calculation, correct? The 10% requirement is across all expenses, including staffing costs?**

This is correct. The M/WBE Goal is based upon the total contract budget.

- 10. Should the calculation for the M/WBE be based on the total budget or the total line item for supplies or any other line item category? (e.g., We have contracted with two vendors for supplies total cost for each vendor is \$2,500 for 5 years and the total budget for supplies is \$10,000 for 5 years and the M/WBE total is equal to 50% of the line item cost, does this suffice?)**

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Also, is it required to fill out the M/WBE Purchase Form for vendors? If so, it is impossible to meet the 10% based on the fixed total budget amount (which can not be changed)? Shouldn't the fixed budget number be based on the line item you are seeking to meet the 10%?

The M/WBE Goal is based upon the total contract budget.

11. Regarding M/WBE documents, how will SED and the M/WBE department differentiate the 2 separate FACE Centers?

Bidders must submit separate proposals for Early Childhood and School-Age FACE Centers. The MWBE documents submitted for each should specifically list the utilization plan for that center.

12. Does the good faith effort process change at all if there are MWBE vendors that you know you would like to use?

If a vendor is able to meet the M/WBE goal for the contact, then good faith efforts are not applicable. The MWBE Coordinator is available throughout the application and procurement process and can be reached at mwbe@nysed.gov.