



Request for Proposals for Core Community Partners

Purpose: Starbridge Services Inc. is accepting proposals to establish a contract agreement as a Core Community Partner in 4 regions (Hudson Valley, Capital Region, Northern NY, and Western NY) under the Parent Training and Information Center (PTIC) program.

Our model of collaborating with Core Community Partners across the state ensures that New York families and professionals receive accurate, high quality and relevant services from those who are familiar with local needs and resources.

We will contract with one organization in each of the 4 regions with the capacity to implement services in 5 areas:

1. Digital Information and Resource Sharing;
2. In-Person Trainings and Webinars to parents, professionals and youth;
3. Information, Referral and Individual Technical Assistance to parents, professionals and youth;
4. Family empowerment series/parent mentor training; and
5. Partnerships with Community Based Organizations.

All interested organizations must have a 501c(3) nonprofit status. Preference will be given to parent-based organizations.

Background: Starbridge Services Inc.'s Parent Training and Information Center (PTIC) program is federally funded through the US Department of Education, Office of Special Education Programs under the Individuals with Disabilities Education Act (IDEA). The overall goal of the PTIC will be to increase parents' capacity to help their children with disabilities improve their early learning, school-aged and post-secondary outcomes and to increase the capacity of youth to be effective self-advocates. PTICs serve families of children of all ages and all disabilities to help them better understand their children's disabilities and education needs, communicate more effectively with school and related professionals, understand their rights and responsibilities under IDEA, and obtain appropriate services for their

children. There is expanded focus on supporting families whose children face educational barriers based on race, ethnicity, income, native language, family support, and even internet access. Starbridge Services Inc.'s service area is all of New York State except the 5 boroughs of NYC and Long Island, with a priority on serving unserved and underserved communities, particularly urban and rural populations.

The contract will be for a five-year period, commencing October 1, 2020, *contingent upon Starbridge Services Inc receiving funding from the US Department of Education* and upon a satisfactory annual review of program.

Funding amounts per region in Appendix B per contract year (Oct. 1 – Sept. 30).

Questions about the RFP may be submitted by e-mail only to jhutkowski@starbridgeinc.org. Attached to this letter you will find

- requirements of the RFP,
- a detailed request for proposal,
- a description of the process that is being used to select a contractor, and
- requirements for the organizations looking to apply.

Please feel free to distribute this information to other organizations that may possess the capacity and interest to put forth a proposal. **Interested organizations must submit a completed proposal via email to Jenny Hutkowski, Director of Family and Youth Education, to jhutkowski@starbridgeinc.org on or before Oct 7, 2020.**

PLEASE BE SURE TO ANSWER ALL QUESTIONS AND INCLUDE ALL REQUIRED DOCUMENTS.

Sincerely,

Colin Garwood

President and CEO

Jenny Hutkowski

Director of Family and Youth Education

Description of Services to be Performed (Deliverables):

The funded Partner will:

Serve parents and families of individuals age birth-26 with the full range of disabilities and youth with disabilities described in section 602(3) of IDEA; including underserved parents and families of children with disabilities, including parents with limited English proficiency, parents with low literacy levels, parents who themselves experience disability, parents of youth involved in the juvenile justice system, foster parents, military-connected parents, and Native American parents and families by providing services in a 3 tiered system:

Note: This tiered system is a new to this grant cycle. Technical assistance will be provided in moving to tiered system of service delivery. For Tier 2/Tier 3 Individual Supports, there will be an approximately 6-month build up to this new model of service delivery.

Tier 1 – Universal Supports

Share Digital Information and Resource Dissemination provide accurate, impartial, and evidenced-based resources to parents of children with disabilities and young people with disabilities in each region. Examples include tip sheets, social media posts, and newsletters.

Tier 2 – Targeted Supports – Individual Support and Trainings

- **Tier 2 – Individual Support:** Provide information, referral, and individual support services that will enable parents and youth to achieve the Core Competencies and Outcomes as outlined in Attachment A. The funded Partner will provide support to parents, youth and professionals. (For specific deliverables see Appendix B)
- **Tier 2 – Workshops:** Provide workshops and webinars to parents, youth, school district personnel, and other professionals who serve children with disabilities.
 - Trainings must meet the needs of the parents of children with the full range of disabilities, as well as youth. Training curriculum must be written to achieve the Core Competencies and Outcomes as outlined in Attachment A.
 - Trainings must be delivered in a way that meets the needs of diverse audiences with a variety of learning styles, including virtual formats.
 - Project must provide training for youth and parents on their rights, responsibilities and protections under IDEA. The goal of all trainings is to develop the skills necessary to collaboratively and effectively participate in the planning and decision making related to

early intervention services, educational services, related services, and transitional services so that they may have improved results for their children.

- Topics will include, but will not be limited to, Early Intervention (EI) to Committee on Preschool Special Education (CPSE), Transition to Adult Life, Communication: Effective Strategies, Special Education Overview, Individualized Educational Program (IEP) Essentials, and IDEA Overview.
- Funded partner must provide workshops to parents and professionals. Trainings must be offered throughout the region and/or via webinar. Workshops/webinars must also be targeted to youth with disabilities. (For specific deliverables see Appendix B)

Tier 3 – Intensive Supports

- Provide Intensive TA – more intensive, ongoing support to parents/youth for whom standard Individual Technical Assistance services are insufficient because the child is not being appropriately served and the parent is unable to effectively advocate or navigate on their own, including those with complex or multifaceted needs, including those subjected to discriminatory practices or barriers due to race, language, immigrant status, gender, age, or ability; military status; involvement in the child welfare or juvenile justice system; or who are dealing with multiple child-serving systems (e.g., health, behavioral health, child welfare).
- Provide Family Empowerment Series once/year to parents – a series of trainings lasting 5-8 weeks (20+ hours total) for parents who are able to commit to volunteer to use their knowledge and skills to support other families in their community (curriculum provided by Starbridge).
 - Connect Parent Mentors with families in the region and track their support activities
 - Provide at least one continuing education opportunity for Parent Mentors/year
- **Partnerships and Collaboration (Cross-tiered deliverable):** Establish collaborative relationships with school districts, parent organizations, youth organizations, and other agencies who serve the target populations as a means of receiving referrals, providing outreach, and delivering trainings.

Staffing Requirements

The funded partner must:

- Hire a Parent Coordinator who is a parent of a child with a disability who lives in the service region. The Parent Coordinator should have experience with the special education process, providing presentations, customer service, and using Microsoft Word. A job description is appreciated but not required.
- Provide adequate supervision and support to the Parent Coordinator and service providers so that they can fulfill the obligations of this RFP.

Budgetary Requirements

The funded Partner must:

- Complete and submit a budget form for the first year which details each line item.
- List positions by title, hourly rate or salary, & estimated hours under "Personnel."
- Training Stipends are intended to be used to cover transportation and child care costs for parents who could not otherwise attend trainings. If this would help to increase attendance at workshops, please budget accordingly.
- Submit a budget narrative that explains how the contract funds are to be spent and demonstrates how the spending plan aligns with the required deliverables of the RFP.
- Budget for expenses associated with sending the Parent Coordinator to annual PTIC 2-day, 2 retreat in Rochester and include in "Travel" line.

Indirect Costs

Indirect costs may be included in the budget. These are costs of activities that benefit more than one program or objective and, therefore, cannot be readily assigned to only one specific program or objective. Indirect costs 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.

For this program, organizations may use the indirect cost rate of up to 10%.

Monitoring Requirements

The funded Partner must:

- Produce and submit an annual work plan and budget.
- Maintain a data system that accurately captures services provided (e.g., type, level, and intensity of assistance to parents, youth and professionals).
- Maintain records of activities (events, attendance at events and trainings, information dissemination, referral and follow-up, advocacy and support)
- Participate in monthly conference calls of all Core Community Partners
- Participate in a site visit from the PTIC Director and/or Statewide Coordinator (may be virtual visit)
- Provide timely quarterly reports to include:
 - Program narrative
 - Data summary of services provided
 - Summary of workshop feedback received
 - Demographics of parents and children served
 - Actual fiscal expenditures
 - Conduct annual Impact Data surveys of consumers who utilize services of the Partner, including parents and youth who receive phone support as well as those who attend workshops and submit a summary of survey responses.

Failure to submit complete and accurate reports in a timely fashion may result in discontinuation of the contract.

Additional Information

Intellectual Property Rights

Starbridge Services Inc. shall own all materials, processes, and products (software, code, documentation, and other written materials) developed under this contract. Materials prepared under this contract shall be in a form that will be ready for copyright in the name of Starbridge Services Inc.

Travel Requirements

The funded Partner will require personnel to travel throughout their respective region on an ongoing basis to provide trainings. The Parent Coordinator will also be required to travel to the annual 2 -day, PTIC retreat which may be outside their region. Budgeted travel should reflect expenses related to completing all services to be performed and the roles/responsibilities under the PTIC contract.

Language Access and Cultural Competence

The funded Partner agrees to operate its programs and facilities in compliance with the Civil Rights law and not to discriminate against any person on the grounds of race, color, creed/religion, national origin, age, sex/gender, sexual orientation, marital status, or disability, and to conduct an annual language access self-assessment and develop a language access plan and share such plan with Starbridge.

Contract Period

Five-year period commencing on October 1, 2020 through September 30, 2026, contingent on satisfactory annual renewal review.

Contract will be reviewed for program results on a quarterly basis.

The funded Partner will be chosen based upon review of proposal, weighing each section and will be selected solely by the judgment of Starbridge Services Inc.

CONTRACT PROPOSAL CHECKLIST

Include all of the following components, in order, in the contract proposal:

- Completed cover sheet
- Technical Proposal – **(Limit 15 pages) (30 points)**

The complete Technical Proposal and supporting materials will be reviewed to determine the overall consistency of the proposal to the stated purpose of the RFP and to determine the organization’s ability to implement the activities required by the RFP.

- Detailed Budget and Budget Narrative – **(20 points)**

Complete attached budget form and budget narrative detailing project funds required for the first year. The budget must list positions by title, hourly rate or salary, & estimated hours. All budget items must be allowable, specific in detail, and justified. Please show how each line item relates to this program. Each budget will be reviewed to determine the extent to which the budget is adequate to support the project, and that the costs are reasonable in relation to the objectives.

- Work Plan or Logic Model – **(40 Points)**

Please complete the attached Work Plan or submit a Logic Model that details expected outcomes and deliverables (be specific with your target numbers), activities you will take to accomplish the targets, evaluation, and significance of each activity. This section will be evaluated on the comprehensiveness of the applicant’s plan to achieve Starbridge Services Inc.’s anticipated results for each of the activities, and how well the plan of operation provides specific strategies and activities to accomplish the five (5) deliverables:

- 1 . Provide accurate, impartial, and evidenced-based resources to parents of children with disabilities and young people with disabilities in each region
2. Provide workshops and trainings to a minimum of XXX parents, youth and professionals throughout the designated region
3. Provide information and individual technical assistance to XXX parents, youth and professionals
4. Provide Intensive TA to individuals for whom standard TA is not adequate
5. Provide Family Empowerment Series (formerly Lay Advocacy) to a minimum of XX parents

annually throughout the designated region

- a. Connect Parent Mentors to support families and track support services provided by Parent Mentors
 - b. Provide at least one continuing education opportunity for Parent Mentors/year
6. Collaborate with regional parent and youth organizations, community-based service organizations and school districts

Letters of Support **(10 points)**

Three (3) letters of support substantiating experience should be submitted with the proposal. Letters of support should clearly indicate the writer's relationship to the organization and should demonstrate evidence of the organization's ability to fulfill the purpose of the PTIC and to work in partnership with school district/building personnel, parent groups, and other regional and community-based service organizations.

Appendices (Items below are required to be included.)

- Mission and Vision Statements of the Organization
- Resumes for Parent Coordinator, Supervisor, and other Service Providers
- Most recent Annual Audited Financial Report

STARBRIDGE SERVICES INC. PROPOSAL COVER SHEET

Organization General Information

Proposal Date: _____ **Region Applying for:** _____

Applicant Organization: _____

Organization Address: _____ **City, Zip** _____

Organization Contact Person: _____ **Title:** _____

Phone: _____ **email:** _____

Certifications of the Organization

- Our organization is a private nonprofit 501c(3) organization (other than an institute of higher education)
- Our organization has a mission that supports serving families of children with disabilities ages birth to 26 and who have the full range of disabilities described in section 602(3) of IDEA. (required)
- We certify the project will serve parents of children with disabilities and youth with disabilities, particularly underserved parents (low income, limited English proficiency, and with disabilities themselves).
- We understand that we must maintain records on all PTIC activity that accurately reflect the service provided and submit quarterly financial and data reports, and annual impact data reports.
- Our organization will, for the contract period, maintain Comprehensive General Liability, Workers' Compensation, and Professional Liability (including Errors and Omissions coverage).
- We understand that contract funds may not be used to fund existing activities of our organization, but may only be used for new activities or to expand current activities.

Submission of this application must be approved by the organization's Executive Director and signed by the Executive Director and the Board President.

Executive Director Name

Executive Director Signature

Date

Board President Name

Board President Signature

Date

Technical Proposal:

As you address the requirements of the RFP, please be sure to answer these questions (max. 15 pages):

1. Organizational capacity

- a. Please include a brief organization history, including your mission and vision statements.
- b. What other programs and services do you operate that will support this effort?
- c. What training curriculum do you already have that would meet the mandatory requirements of this contract?
- d. What experience do you have working with and providing trainings to families of children with disabilities and youth with disabilities? Please include any relevant data and outcome measures.
- e. What experience do you have providing trainings to school professionals and other professionals who serve families? Please include any relevant data and outcome measures.
- f. How do you incorporate parents of children with disabilities in your program planning and evaluation?
- g. Please include information about any concrete collaborations you have with other organizations to support this effort.

2. Target population

- a. Please describe the communities and people you will serve and their needs for services. Please include relevant demographic, cultural, and geographic data.
- b. What is your understanding of the need for parents and youth to learn more about special education rights and process and to gain skills referenced in the Core Competencies in Appendix A?

3. Staffing plan

- a. Please include qualifications of the specific person(s) who will staff the program. Please attach a resume for the Parent Coordinator, supervisor, and any other staff who will be providing training or services. If you need to hire someone new, please explain the

selection criteria you will use.

- b. Describe your project staffing and supervision plan that demonstrates your ability to provide an adequate supervisory structure for the Parent Coordinator. A job description for the Parent Coordinator should be included.

4. Strategies for meeting program requirements.

- a. Please refer to the services to be performed (deliverables) and explain your strategies for implementing each service.
- b. What strategies do you have for meeting the needs of the entire geographic region in your service area? How will parents learn about the availability of your services?
- c. Given, the current constraints on providing services during the COVID-19 pandemic. Please explain how you will provide services, include information about your capacity to provide services in a virtual format.
- d. Given the priority of serving un-served and underserved communities (urban, rural, ethnic minorities, parents of children with limited English proficiency), please describe how you will make your services accessible and relevant to the given population. Please describe any potential barriers and how they will be overcome. Please tell us of any relevant experience you have working with the target populations.
- e. Please explain how program effectiveness and outcomes will be measured.

Budget Form

Organization:

First Year Budget Summary

| <u>Expense Categories</u> | Amount | Non-Federal In-Kind Support |
|--------------------------------------|--------|--------------------------------|
| Personnel | | |
| | | |
| Fringe | | |
| | | |
| Travel | | |
| 2 night - 2 day retreat to Rochester | | |
| | | |
| Equipment | | |
| | | |
| | | |
| Supplies | | |
| | | |
| | | |
| Other | | |
| | | |
| | | |
| Contractual (if any) | | |
| | | |
| | | |
| Training Stipends (for Parents – | | |
| | | |
| Administration (Maximum of 10%) | | |
| | | |
| Total | | |

**** Please provide details for every line item as outlined in the Budgetary Requirements and Checklist. Add additional rows if necessary. Be sure to include Budget Narrative to completed proposal.****

BUDGET NARRATIVE

Please provide details for all line items and show how each line item relates to this program.

Under personnel, list positions by title, hourly rate or salary & estimated hours.

All budget items must be allowable, specific in detail, and justified.

Attachment A

CORE COMPETENCIES & OUTCOMES

1. Increase parents' knowledge of:
 - a. The nature of their children's disabilities, including their children's strengths, and academic, behavioral, and developmental challenges;
 - b. The importance of having high expectations for their children and how to help them meet those expectations;
 - c. The local, State, and Federal resources available to assist them and their children and local resources that strengthen their connection to their communities;
 - d. IDEA, Federal IDEA regulations, and State regulations, policies, and practices implementing IDEA, including—
 - e. Their rights and responsibilities under IDEA, including procedural safeguards and dispute resolution;
 - f. Their role on Individualized Family Service Plan (IFSP) and Individualized Education Program (IEP) Teams and how to effectively participate on IFSP and IEP Teams; and
 - g. How services are provided under IDEA;
 - h. Other relevant educational and health care legislation, including the Elementary and Secondary Education Act of 1965, as amended (ESEA); the Rehabilitation Act, especially section 504 of the Rehabilitation Act (Section 504) and the provisions established by the Workforce Innovation and Opportunity Act (WIOA); and the Americans with Disabilities Act (ADA);
 - i. Other relevant educational and health care legislation, including the Elementary and Secondary Education Act of 1965, as amended (ESEA); the Rehabilitation Act, especially section 504 of the Rehabilitation Act (Section 504) and the provisions established by the Workforce Innovation and Opportunity Act (WIOA); and the Americans with Disabilities Act (ADA);
 - j. Transition services, at all levels, including Part C early intervention to Part B preschool, preschool to Start Printed Page 22156elementary school, elementary school to secondary school, secondary school to postsecondary education and workforce options, and re-entry of incarcerated youth to school and the community;
 - k. The options available within the State and their community to educate and help their children meet educational and developmental outcomes;
 - l. How their children can have access to the general education curriculum and inclusive early learning programs, including access to corresponding academic standards and assessments, extracurricular and enrichment opportunities, and other initiatives available to all children;

- m. Early intervention and education practices that improve outcomes and help children meet high expectations; and
- n. School reform efforts to improve student achievement and increase graduation rates; and

2. Increase parents' capacity to:

- a. Effectively support their children with disabilities and participate in their children's education;
- b. Make informed decisions when choosing educational and early learning options that best meet the needs of their children;
- c. Communicate effectively and work collaboratively in partnership with early intervention service providers, school-based personnel, related services personnel, and administrators;
- d. Resolve disputes effectively; and
- e. Participate in school reform activities to improve outcomes for all children;

3. Increase the knowledge of youth with disabilities about:

- a. The nature of their disabilities, including their strengths, and of their academic, behavioral, and developmental challenges;
- b. The importance of having high expectations for themselves and how to meet those expectations;
- c. The resources available to support their success in secondary and postsecondary education and employment and full participation in their communities;
- d. IDEA, Section 504, Rehabilitation Act, WIOA, ADA, and other legislation, regulations, and policies that affect people with disabilities;
- e. Their rights and responsibilities while receiving services under IDEA, the Rehabilitation Act, and WIOA, and after transitioning to post-school programs, services, and employment;
- f. How they can participate on IEP Teams
- g. The options available within the State and their community to help them meet their educational and post-transition outcomes; and
- h. Supported decision making necessary to transition to adult life.

4. Increase the capacity of youth with disabilities to:

- a. Advocate for themselves, including communicating effectively and working collaboratively in partnership with providers; and
- b. Make informed decisions when choosing educational options that best meet their needs; and
- c. Use various methods to deliver services, including in-person and remotely through the use of technology.

Appendix B

| Region | Capital | Hudson Valley | Northern | Western |
|---|----------|---------------|----------|----------|
| Annual funding | \$47,700 | \$53,000 | \$47,700 | \$31,800 |
| Annual required contacts for Tier 2/3 Technical Assistance | 650 | 750 | 650 | 600 |
| Annual Trainings participants including parents and youth * | 700 | 700 | 700 | 700 |
| FES Grads | 14 | 14 | 14 | 14 |
| Share resources via website, newsletter and/or social media | | | | |
| Establish collaborative relationships with school districts, parent organizations, youth organizations, and other agencies who serve the target populations | | | | |

Capital Region: serving the following counties Albany, Columbia, Fulton, Greene, Montgomery, Rensselaer, Saratoga, Schenectady, Schoharie, Warren, Washington

Hudson Valley Region: serving the following counties: Dutchess, Orange, Putnam, Rockland, Sullivan, Ulster and Westchester

Northern Region: serving the following counties: Clinton, Essex, Franklin, Hamilton, Herkimer, Jefferson, Lewis, Oneida, Oswego, St. Lawrence and the Akwasasne Reservation

Western Region: serving the following Allegany, Cattaraugus, Chautauqua, Erie, Genesee, Niagara, Orleans, and Wyoming

****Note: Given that most workshops will be offered virtually during the coming months and perhaps going forward, participants in virtual workshops do not need to be from exclusively the region being served and there will likely be increased collaboration to reach overall goals for this deliverable.***

Work Plan for Starbridge Services Inc. Proposal

RFP: _____ (name of Organization) (add additional pages as needed)

| Expected Outcomes and Deliverables (target numbers, goals, timelines) | Primary Strategies (activities to accomplish targets) | Evaluation (criteria on which to judge progress and determine next steps) | Significance (expected long term impact) |
|---|---|---|--|
| | | | |
| | | | |
| | | | |

| Expected Outcomes and Deliverables (target numbers, goals, timelines) | Primary Strategies (activities to accomplish targets) | Evaluation (criteria on which to judge progress and determine next steps) | Significance (expected long term impact) |
|---|---|---|--|
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