



Request for Proposals for Core Community Partners

Table of Contents	Page
Purpose	1
Background	2
Questions	2
Submission Processes and Deadline	3
Description of Services to Be Delivered	4
Staffing Requirements	5
Budgetary Requirements	5
Monitoring Requirements	6
Additional Information	7
Contract Proposal Checklist	8
Cover Sheet	10
Technical Proposal Requirements	11
Budget form and Budget Narrative	14
Attachment A-Core Competencies and Outcomes	16
Attachment B- Regions, Funding and Deliverables per Region	18
Workplan Template	19

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 four regions with the capacity to implement services in five 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 status as underserved, low-income, limited-English proficiency, family support, and even internet access making sure that families are supported to be better able to navigate special education systems. Starbridge Services Inc.'s service area is all of New York State except the five 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, 2025, *contingent upon Starbridge Services Inc receiving funding from the US Department of Education* and upon a satisfactory annual review of program.

Funding amounts and deliverables per region in Attachment 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 **September 30, 2025**

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

Sincerely,

Nikisha Ridgeway
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:

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. There will be an expectation to report the following- social media reach, newsletter/batch emails sent, website visits.

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 and language access tools.
 - 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 who may be dealing with multiple child-serving systems.
- Provide Family Empowerment Series once/year to parents – a series of trainings lasting 5-8 weeks (18-20+ 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 or works in the service region. The Parent Coordinator should have experience with the special education process, providing in-person and online presentations, documenting services, and customer service.

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)
- Maintain records of social media campaigns, newsletters/batch email logs, and website visits.
- Participate in monthly online meetings of all grant staff.
- 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 (with support from Starbridge) and share such plan with Starbridge.

Contract Period

Five-year period commencing on October 1, 2020 through September 30, 2031, 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 – (40 Points)** See attac

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 XXX
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 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
- c. Recruit and Support members from region for the Family Advisory Collaborative?
- 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
- Organizational Chart of Agency

STARBRIDGE SERVICES INC. PROPOSAL COVER SHEET

Organization General Information

Proposal Date:

Region Applying for: _

Applicant 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). Agency mission should be in alignment with Starbridge Mission-Transforming communities to include everyone by partnering with people with disabilities, their families and those who support them.
- 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 Attachment 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? How will you provide outreach about services?
- c. 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, families with low income and families 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 (if any)
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 use budget narrative to provide additional information.

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 and Outcomes

1. Increase parents' knowledge of:
 - a. The nature of their children's disabilities, strengths, and challenges;
 - b. The importance of having high expectations for their children and the early intervention and education practices that help children meet those expectations;
 - c. The local, State, and Federal resources available to assist them and strengthen their connection to their communities;
 - d. IDEA, Federal IDEA regulations, and State regulations, policies, and practices implementing IDEA, including their rights and responsibilities, procedural safeguards, and dispute resolution processes, how to participate on Individualized Family Service Plan and Individualized Education Program teams, and how services are provided;
 - e. The Rehabilitation Act (including section 504), the Workforce Innovation and Opportunity Act (WIOA), the Americans with Disabilities Act (ADA), and other relevant educational and health care legislation, regulations, and policies that affect people with disabilities, including their rights and responsibilities, procedural safeguards, and dispute resolution processes;
 - f. Transition services, at all levels, and available supports for re-entry of incarcerated youth to school and the community;
 - g. How their children can have access to the general education curriculum, inclusive early learning programs, academic standards and assessments, extracurricular and enrichment opportunities, and other initiatives available to all children; and
 - h. School reform efforts to improve student achievement and increase graduation rates;
2. Provide high-quality services that increase parents' capacity to effectively—
 - a. Support their children and participate in their children's education;
 - b. Communicate and work collaboratively in partnership with the professionals working with their children;
 - c. Resolve disputes; and
 - d. Participate in school reform activities to improve outcomes for all children;
 - e. Provide high-quality services that increase youth's knowledge of—
 - f. The nature of their disabilities, strengths, and challenges;
 - g. The importance of having high expectations for themselves and the practices that help them meet those expectations;
 - h. The resources available to support their success in education, employment, and their communities;
 - i. IDEA, the Rehabilitation Act (including Section 504), the WIOA, the ADA, and other legislation, regulations, and policies that affect people with disabilities;
 - j. Their rights and responsibilities while receiving services under IDEA, the Rehabilitation Act, and the WIOA, and after transitioning to post-school life under Section 504 and the ADA;

- k. How they can participate on teams that support them; and
 - l. How to engage in supported decision making necessary to transition to adult life;
- 3. Provide high-quality services that increase youth's capacity to communicate and collaborate with providers and others, and make informed decisions and advocate for themselves;

Attachment B

Region	Capital	Hudson Valley	Northern	Western
Annual funding	\$47,500	\$53,000	\$47,500	\$40,000
Annual required contacts for Tier 2/3 Technical Assistance	700	900	700	800
Tier 3	100 (of the above)	100 (of the above)	100 (of the above)	100 (of the above)
Annual Trainings participants including parents and youth *	750	900	750	1000
Youth Training	These 2 items will be provided as a group. Each Core Community Partner will be expected to contribute to these goals			
Training for Bilingual Families				
FES Grads	14	14	14	14
Share resources via website, newsletter and/or social media These numbers will be determined after grant cycle starts. Technical Assistance will be provided on how to maximize and collect this data.				
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

Tempate for Work Plan for Starbridge Services Inc. Proposal

Agency:

Region:

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)