



**Amendment #1**

**REQUEST FOR PROPOSALS (RFP)  
Independent Living Skills Services**

**RFP No. 2024ILS001  
RFx Number: 3120002840  
Issue Date: January 23, 2024**

**Questions and Answers**

Number	Questions/Request for Clarification	Answer
1	<p>This contract is a firm-fixed-price agreement. What are the ceiling and floor for the award amount?</p> <p>a. When is it paid out?</p> <p>b. What is included? Mileage? Admin? Food? Incentives for youth? Technology like wifi and computers for youth served?</p>	<p>Vendors should offer their best price. An award will be given to vendor(s) based on several rating factors culminating in the highest scores.</p> <p>a. Funding will be provided via cost reimbursement. See RFP Section 1.2 for the Procurement Timeline.</p> <p>b. Reasonable administrative costs may be included but may be capped by MDCPS. The proposer may include costs associated with incentives into the budget, however, MDCPS may opt to remain as the provider of incentives based on the final award. Tech needs for youth will be reviewed and addressed by MDCPS.</p>
2.	<p>How many youth would we be responsible for serving/required to serve annually, and what's the expectation for reporting our work to MDCPS?</p>	<p>MDCPS serves approximately 1000 youth annually with independent living services. All youth should be allowed to participate in skills classes either face-to-face or virtually. For example, a face-to-face option could include coordination of services through a county office, other placement facilities, or virtual platforms such as Kahoot, Zoom, other group learning platforms, or a readymade learning management system. Reporting will be established by both MDCPS and the provider(s) to best suit the program.</p>
3.	<p>How many youth does MDCPS expect the provider to serve face to face?</p>	<p>This is not an outcome measure, however, MDCPS would like face-to-face skills in a high-traffic area within each of the</p>

		MDCPS Service Areas. Special efforts should be made to provide face-to-face skills in areas where Wi-Fi is not readily available.
4.	If a bid proposes multiple programs will the county or state fund part of it or is it the entire thing or nothing?	Proposals should be responsive to the ask in the RFP for Independent Living Skills programming. Each proposed program will be evaluated on a case-by-case basis. If multiple programs are presented by a selected vendor, MDCPS will work with the selected vendor to select the program(s) best suited for MDCPS needs.
5.	Would the provider retain ownership of the curriculum content or is ownership given to the state?	If funding is used to purchase any type of curriculum, MDCPS will have access to the curriculum once the funding period is over.
6.	<p>The RFP calls for the following level of technology ready for implementation. How much of the budget will cover these tech needs?</p> <ul style="list-style-type: none"> <li>a. Statewide access: Provides 24/7 anytime/anywhere access for each Independent Living Participant subscriber.</li> <li>b. MDCPS access to a customized catalog and curriculum of lessons including any updates to catalogs and curriculum.</li> <li>c. Curriculum deliverable to youth in multiple languages upon request and include voiceover technology.</li> <li>d. Access to view an already-made established online-learning system: this will enable relevant stakeholders to monitor, review ILP participants' progress and access other significant data and reports.</li> <li>e. Capabilities for MDCPS to pull monthly reports or partner to provide monthly reports for youth enrolled by regions to include but not be limited to the number of courses in progress, date course started, the date of course completion and final assessment score.</li> </ul>	<ul style="list-style-type: none"> <li>a. This is only if a readymade learning management system is used. No funding will be allowed to construct any virtual learning platform.</li> <li>b. MDCPS simply requires a copy of or access to the curriculum being taught through skills courses. If funding is used to purchase any type of curriculum, MDCPS will have access to the curriculum once the funding period is over.</li> <li>c. The proposer may include the cost associated with delivering curriculum in multiple languages; however, it is encouraged that providers coordinate these services with MDCPS or with local interpretation services that are low-cost or free. Voice-over technology is only applicable to readymade learning management systems.</li> <li>d. This requirement is only if a readymade learning management system is used. There should be no expense if the learning management system is constructed with a readymade curriculum. No funding will be allowed to construct any virtual learning platform.</li> <li>e. MDCPS would only pull monthly reports if access is available through a readymade virtual platform that allows such. Costs associated with monthly reporting may be included in the proposed budget.</li> </ul>

7.	The RFP refers to a final assessment score for course completion. Is there a specific assessment or criteria MDCPS wants to be used for course completion confirmation?	There are no specific requirements other than a course having measurable learning points to gauge if a youth has learned the concept of the course. MDCPS will have final approval on the assessment to be used. Certificates of Completion with final assessment score should be included with monthly reporting.
8.	Eligible population – the RFP identifies youth ages 14-21 with various education levels. a. Are services specific to youth in care? b. Are former foster youth eligible? c. What are the eligibility criteria for youth participation in services?	a. Yes b. Not currently c. MDCPS will refer youth to age-appropriate courses.
9.	Does MDCPS require that the provider utilize the Smarter Balanced Assessment online testing format?	This can be negotiated if the proposer has an acceptable alternate virtual assessment or testing format.
10.	How does MDCPS define success for this program?	Measurable data and outcomes that can support that the entire target population is offered skills courses and the number of youth that have an acceptable assessment score after completing age-appropriate skills courses.
11.	What data will be shared about eligible youth? a. What is the proactive outreach expectation of the contractor?	This can be negotiated depending on the need for the program to be successful. a. Continued outreach to promote skills classes to include course reminders to referred youth regarding upcoming skills courses. All outreach material will include the appropriate MDCPS logo and approval.
12.	How will external learning opportunities and skill plans be incorporated into the youth plan/profile? Ie. Opportunity Passport, School related plans, case management plans, Driver's education, therapeutic plans, etc.	Skills are assessed and documented using the MDCPS Youth Appraisal and incorporated into the Independent Living Plan for the youth.

**Please acknowledge receipt of Amendment One by completing and returning the Acknowledgement of Amendment Form (Attachment H) with your proposal package no later than March 15, 2024, by noon, Central Time.**