



**STATE OF WASHINGTON
DEPARTMENT OF SOCIAL AND HEALTH SERVICES
PO Box 45811, Olympia WA 98504-5811**

DATE: July 12, 2024

TO: RFQQ #2413-855 – Pre-Employment Transition Services

FROM: Brandon Sheldon, Solicitation Coordinator
DSHS Central Contracts and Legal Services

SUBJECT: Amendment No. 1 – Answers to Bidder Conference Questions,
Questions Received to Date, Bidder Conference Presentation

DSHS amends RFQQ #2413-855 to provide guidance and answers to the questions received before the Bidder Conference, to questions received at Bidder Conference held on June 20, 2024, to questions received by the solicitation coordinator as of the close of business on July 1, 2024, and to provide the presentation that was given during the Bidder Conference.

Questions received before Bidder Conference:

Question #1:

Q: Will DVR provide a list of vetted curriculum for Career Exploration and Post Secondary Exploration?

A: Yes, the vetted curriculum for all Pre-Employment Transition Services (Pre-ETS) required activities in the Statement of Work will be provided and will include Job Exploration Counseling and Counseling on Opportunities for Enrollment in Comprehensive Transition or Postsecondary Educational Programs at Institutions of Higher Education. The curriculum will be provided as an amendment to the current Request for Qualifications and Quotations (RFQQ) at a later date.

Question #2:

Q: Pg. 16 (1.y) Students must complete 10 hours a week of paid internship. The old contract allowed for exceptions this one does not.

A: Yes, this statement is supported by the current Pre-ETS contract language and the removal of the exception requirement in the 2023-2024 Pre-ETS Contract Amendment.

Question #3:

Q: There is not any specific curriculum mentioned for this contract. Will the curriculum be provided, or will there be a process of getting it approved?

A: The vetted curriculum for all Pre-Employment Transition Services (Pre-ETS) required activities in the Statement of Work will be provided including Job Exploration Counseling and Counseling on Opportunities for Enrollment in Comprehensive Transition or Postsecondary Educational Programs at Institutions of Higher Education. The curriculum will be provided as an amendment to the current Request for Qualifications and Quotations (RFQQ) at a later date.

Within the contract's Statement of Work, the contract requires that the contractor "may use other training curricula, but it must be reviewed and approved in advance by the DVR Pre-ETS Program Manager" (Section 4a(5)).

Question #4:

Q: So if a student can only work 8 hours per week but is willing to do 5 weeks, are they not allowed to do the internship?

A: The Student will have a total of 12 weeks, or 3 months, to complete the Work-Based Learning Paid-Internship. The provision of the contract referring to the Work-Based Learning Paid Internships will be revised to include month(s) instead just month within the Statement of Work 4b(3)(vi)(c).

Question #5:

Q: Are College students with disabilities under 21 eligible?

A: To be eligible to receive pre-ETS a student must meet the following criteria from 388-891A-0010:

"Student with a disability" means an individual with a disability who is:

- (a)** Currently enrolled in a secondary, postsecondary, or other recognized educational program;
- (b)** Not younger than fourteen years of age and not older than the maximum age established for the receipt of services under part B of the Individuals with Disabilities Education Act (IDEA) in the state of Washington, as described in WAC 392-172A-02000; and
- (c)** Receiving special education or related services under part B of IDEA or is a student with a disability for the purposes of section 504 of the Rehabilitation Act of 1973, as amended.

Yes, college students with disabilities are able to receive pre-ETS services under this contract and must show documentation that they have begun attending classes at a postsecondary educational institution.

Question #6:

Q: Unpaid internships are no longer in the contract, is that intentional?

A: Yes, this is intentional. Unpaid work-based learning experiences in the previous contract provided services to students outside of the group setting and on an individual basis. The contract created as a part of the new solicitation requires that unpaid work-based learning experiences be provided in a group setting as a part of a workshop to a group of students.

Question #7:

Q: If we currently have a contract, will we need our curriculum to be approved again?

A: Yes, DVR is awarding a new Pre-ETS contract under a different Request for Qualifications and Quotations (RFQQ). Apparent Successful Bidders will have to have all curriculum approved in accordance with the requirements of this new contract.

Question #8:

Q: RE: Curriculum: When you say you are going to incorporate that as an exhibit, will that be an exhibit in the RFP, like when you post your FAQ? Or as an exhibit to the contract, which you mentioned, at which point we might not see it while completing the application?

A: The curriculum document will be added as a solicitation amendment and will be added as an additional exhibit to the sample contract: Attachment A.

Question #9:

Q: I worry about the stamina for some of our interns...not all can work 10 hours per week. Is there exceptions given the wide variety of people we work with?

A: The requirement that a Student participate in 10 hours a week of a Work-Based Learning Paid Internship will be adjusted to *5 hours per week in the Sample Contract* as a part of the Solicitation Amendment process.

Question #10:

Q: Is Counseling on Opportunities for enrollment in Comprehensive Transition or post secondary ed programs at higher ed available to all students 14-21 years of age?

A: No, Counseling on Opportunities for Enrollment in Comprehensive Transition or Post Secondary Education Programs at Institutions of Higher Education is not available to all students. The student must also meet the requirements of WAC 388-891A-0010 below:

"Student with a disability" means an individual with a disability who is:

- (a) Currently enrolled in a secondary, postsecondary, or other recognized educational program;
 - (b) Not younger than fourteen years of age and not older than the maximum age established for the receipt of services under part B of the Individuals with Disabilities Education Act (IDEA) in the state of Washington, as described in [WAC 392-172A-02000](#); and
 - (c) Receiving special education or related services under part B of IDEA or is a student with a disability for the purposes of section 504 of the Rehabilitation Act of 1973, as amended.
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Question #11:

Q: Can you please clarify pg 20 3.b consecutive days in one week and within consecutive months? What happens when there are school holidays or student is sick?

A: The contract will no longer require consecutive days in one week and will only require the contractor to provide services in consecutive weeks within a 30 day period. And this change will be made as a part of the solicitation amendment.

Question #12:

Q: Are contractors eligible to provide stipends to students for work-based learning workshops?

A: DVR will not reimburse contractors for stipends paid to students who are participating in workshops as a part of a Work-Based Learning Experience (WBLE) in a group setting.

Question #13:

Q: I found your response to the question about students working 8 hours a week over 5 weeks confusing, since you said the internships are intended to be completed over 12 weeks. But in the RFP, 10 hours a week is identified as the requirement, and there's no mention of this being over 12 weeks. Can you please clarify?

A: Work-Based Learning Paid Internships shall not exceed 12 weeks or 3 months (Statement of Work 4(3)v). The current sample contract (07/01/2024) lists 10 hours as the minimum number of hours required per week.

The Sample Contract: Attachment A will be amended and change the per week requirement to 5 hours.

Question #14:

Q: Pg. 22 (c)- Are all students enrolled in Pre-ETS required to have this service or can students opt out if they are not interested in Post secondary education?

A: If students have a need for any of the 5 required activities in the Statement of Work the contractor must have the capability to provide the service. A contractor is required to provide the required activities that are needed by the students that they serve.

Question #15:

Q: in the sample contract: Pg. 20 (4.3.i). Regarding consecutive days in one week; or ii. Consecutive weeks within the same calendar month; This is listed in Work-Readiness Training, Self-Advocacy, Work-Based Learning Paid Internships, Job Exploration, Counseling on Opportunities for Enrollment in Comprehensive Transition or Postsecondary Educational Program at Institutions of Higher Education. What if students are out sick or on vacation?

A: The individual student's issues will be addressed with the RTC or Pre-ETS program manager on a case-by-case basis.

The requirement to perform services on consecutive days in one week or within consecutive weeks within a 30 day period will be addressed in a solicitation amendment updating the sample contract and adjusting this contract requirement.

Question #16:

Q: Can curriculum be approved after funds are awarded? Or is the award contingent on having approved curriculum?

A: Curriculum can be approved after funds are awarded. The current solicitation does not require a bidder to demonstrate their curriculum prior to receiving a contract under the RFQQ. The bidder response form requires that the contractor does at least the following listed in 3(c) and (d) of the Bidder Response Form.

1. Please explain in detail how you plan to coordinate the delivery of Pre-ETS with DVR;
 2. Please provide a comprehensive service delivery plan to include a scope of year-round services and description of the geographic area Bidder intends to serve.
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Question #17: Can we get an explanation on why the pre-workshop roster submission requirement has been changed from 10 days to 15 days?

A: In order to provide time for the RTC and VRC to collaborate and enable the VRC time to make any potential IPE amendments for customers to participate in Pre-ETS, the timeframe was extended from 10 to 15 days.

The Sample Contract: Attachment A will be amended and change the workshop roster submission requirement for 15 days to 10 days.

Question #18: If an organization is unable to provide one or two of the services, but not all 5, are they disqualified from the process? Must an agency be capable of providing all of the services to be eligible for the bidding process?

A: No, a bidder is not disqualified from the Request for Qualifications and Quotations (RFQQ) process because they cannot provide all 5 categories of Pre-Employment Transition Services.

If the bidder cannot meet the requirement to provide all 5 of the required activities, they will not meet the minimum qualifications of the solicitation and their bid will be deemed non-responsive to the solicitation.

Question #19: Page 18 of DSHS Special term and conditions, says students must complete a minimum of 4 hours of Work Based Learning Experiences within a 12 month period. Can you please provide more information about what that includes?

**A: Work-Based Learning Experiences
Group-Setting**

(1) Work-Based Learning Experiences are in-school or after-school opportunities, or experiences outside the traditional school setting, that use the workplace or real work to provide Students with disabilities the knowledge and skills that connect school experiences to real-life work activities and future career opportunities. The contractor shall provide work-based learning experiences to DVR potentially Eligible Students including:

- (a) Coordinating a school-based program of job training and informational interviews to research employers;
- (b) Worksite tours to learn about necessary job skills;
- (c) Job shadow Visits; and
- (d) Mentoring opportunities in the community.
- (e) The contractor may provide Work-Based Learning Experiences on other topics than those listed above with prior approval from the Pre-ETS Program Manager.

(2) The Contractor shall provide Potentially DVR Eligible Students a minimum of (4) hours of **Work-Based Learning Experiences within a 12-month period starting with the date a Student begins their initial training;**

- (a) Work-Based Learning Experiences for DVR-Potentially Eligible Students shall not exceed 60 hours;
- (b) Work-Based Learning Experiences must be provided in consecutive increments of time;
 - i. Consecutive weeks within the same calendar month;

Paid Internships for Individual Students

(3) Work experiences to explore DVR-Potentially Eligible Student's areas of interest through paid internships;

(a) Work-Based Learning Paid Internship means activities where a DVR-Potentially Eligible Student is placed into a competitive, integrated, real work setting, outside of the traditional school setting where they get paid at or above the state prevailing minimum wage for a minimum of (10) hours a week, to perform a non-permanent job at an employer's worksite;

(b) The Contractor shall develop the worksite and place DVR-Potentially Eligible Students into a Work-Based Learning Paid Internship.

i. Contractors shall ensure each Work-Based Learning Paid Internship placement is for a minimum of (40) hours per student.

ii. The contractor shall develop and place a Student into a Work-Based Learning Paid Internship for (120) hours per student.

(A) The contractor shall develop additional Work-Based Learning Paid Internships in consultation with the RTC, when the initial experience is not successful;

iii. The Contractor shall observe Student's work and provide feedback on observations at the worksite;

- iv. The contractor shall collect feedback about the Student's work activities from the employer where the Student has been placed into a Work-Based Learning Paid Internship. The contractor shall share the collected feedback with the student;
 - v. Each Work-Based Learning Paid Internship shall not exceed (12) weeks;
 - vi. All Work-Based Learning Paid Internships must be provided in consecutive increments of time;
 - (A) Consecutive days in one week; and
 - (B) Consecutive weeks within the same calendar month;
 - (C) DVR will not pay for any wages that exceed 120 hours;
 - (c) The Contractor shall maintain accurate time sheets that document the dates and hours that a Student participates in a Paid Work-Based Learning Experience.
 - (d) The Contractor shall collect a sign-in sheet with Student names attending each training session and maintain a log of each Student's training hours to ensure that the maximum of 120) hours per Student is not exceeded.
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Question #20:

Q: Pg. 27- Deliverables- there are no deliverables listed for Paid internships.

A: There are deliverables for all Work-Based Learning Experiences (WBLE). This includes the group setting and the Paid WBLE provided in the form of a paid internship. The deliverable for both of these services is:

“At the conclusion of the Work-Based Learning Experience each Student completing activities shall receive a Work-Based Learning Outcome Report, which clearly identifies Student Skill completion/ acquisition. This document shall be prepared by the contractor and a copy will be presented to the Student. A copy will also be included in the monthly billing report.” (Deliverables 5(b)(1)).

Question #21:

Q: For the post secondary counseling why would this be a provider training and not a training or counseling provided by the school advisors as they do for the non-disabled students?

A: It is a required activity under the Workforce Innovation and Opportunity Act (WIOA). Therefore, if this is needed for students in a school, in the group setting, contractors must have the capability to provide it.

Contractors, DVR and the school must work together to ensure there is not a duplication of services for any services provided in the Statement of Work.

The school completes Counseling on Opportunities for Enrollment in Comprehensive Transition or Postsecondary Educational Programs at Institutions of Higher Education under the **Individual with Disabilities Education Act (IDEA)** and the funding that flows from it.

DVR completes these activities under the **Workforce Innovation and Opportunity Act (WIOA)** and the funding that flows from this law. This is why it is necessary to engage in ensuring that there is no duplication of services under the contract.

Question #22:

Q: We thought that there would be internship coaching hours as well as curriculum development hours.

A: Under this contract, DVR only pays the contractor for the provision of the service to the student and for the completion of the contract deliverables.

Question #23:

Q: If we require an exception for a "case by case" scenario, what is the formal process to get approval?

A: There are no exceptions within the sample contract. Therefore, there is no process for the approval of an exception.

Question #24:

Could you please confirm that you said the 12 months was the contract year. The contract says "within a 12 month period starting with the date a student begins their initial training.

A: The contract states the following:

"The Contractor shall provide Potentially DVR Eligible Students a minimum of (4) hours of Work-Based Learning Experiences within a 12-month period starting with the date a Student begins their initial training";

This requirement exists within all of the Pre-ETS services provided in a group setting/workshop.

Question #25: Could you explain in more detail the 2 new categories that are included in this contract? As a college, we provide job exploration and counseling in post secondary pathways. But could you describe what types of work could be billed for and the limitations of what could not be billed when we do this in group settings? Because historically this is very individualized services.

The following are what can be billed for in the Sample Pre-ETS Contract:

Statement of Work: 4(a)(b)(c)(d)(e)

"Job Exploration Counseling:

- (a) The Students' vocational interest inventory results;
 - i. The Contractor reviews the Student's vocational inventory interest results and discuss (b)(c)(d) below for each of the vocational interests identified.
- (b) In-demand occupations;
 - i. The Contractor must discuss the occupations which best align with the Student's vocational inventory interest results. The occupations discussed must be relevant and sought after by employers within the industries that the Student is interested in.
- (c) Career pathways; and

- i. The Contractor must discuss potential career pathways for each of the in-demand occupations that the Student is interested in and show the Student how each of these occupations can be obtained.
 - (d) Local labor market information.
 - i. The Contractor must show the Student the vocational outlook for the in-demand occupations that align with their vocational interests. The Contractor must use labor market information which will show the Student a comprehensive overview of their occupational interest(s). The contractor shall ensure that the overview includes a review of the occupational demands of their occupational field of interest in their local area.
 - (e) The contractor may provide Job Exploration Counseling on other topic areas with prior approval from the Pre-ETS Program Manager.
- Statement of Work: **4c(a)(b)(c)(d)**

Counseling on Opportunities for Enrollment in Comprehensive Transition or Postsecondary Educational Programs at Institutions of Higher Education.

- (1) In a group setting to Students with disabilities the contractor provides information on:
 - (a) Transition from High-School to College;
 - i. Educate Students on differences between high school and college/post-secondary training programs.
 - ii. Invite recent HS graduates, including those with disabilities, to talk about their experiences transitioning to college.
 - (b) Resources that may be used to support Student success in education and training, which may include disability support services;
 - i. Counsel Students regarding the importance of networks of support, independent living options and community participation in relation to participating in post-secondary education opportunities.
 - ii. Educate Students about accommodations and resources available at college disability service offices.
 - iii. Research financial aid opportunities such as Pell grants, ABLE (Achieving a Better Life Experience) accounts, and PASS (Plan to Achieve Self-Support) plans.
 - iv. Offer lessons on financial planning and budgeting for college.
 - (c) Exploration of Post-Secondary Educational Programs at Institutions of Higher Education;
 - i. Plan and arrange visits to local post-secondary education campuses;
 - ii. Review/discuss:
 - (A) examples of college applications
 - (B) scholarship and grant applications
 - (C) accommodations for college entrance testing, SAT/ACT.
 - iii. Coordinate opportunities for Students to participate in events at local college campuses
 - (d) The contractor may provide Counseling on Opportunities for Enrollment in Comprehensive Transition or Postsecondary Educational Programs at Institutions of Higher Education on other topic areas with prior approval from the Pre-ETS Program Manager.

Question #26:

Q: The fee schedule for Work-Based Learning Experiences has been reduced by nearly 70% compared to previous contracts. Considering the amount of extra behind-the-scenes work it takes to coordinate these specific services, is there a reason this has been dropped so dramatically?

Can this fee schedule be reconsidered?

A: The fee schedule reflects the change from Work-Based Learning Activities to Work-Based Learning Experiences (WBLE). The fee amount for all topic areas provided by contractors under WBLE in a group setting will be changed to \$220 an hour.

The change to Attachment A: Sample Contract will occur within the solicitation amendment and also amend the fee schedule which is an exhibit to the Sample Contract.

Question #27:

Q: Will ages be updated to reflect the 9th district court's ruling that students must receive education until 22?

A: The age of a Student with a Disability is determined by the Washington Administrative Code (WAC), DVR and the Office of Superintendent of Public Instruction's (OSPI) construction of a Students' rights to a free appropriate public education (FAPE) within the State of Washington.

The age range for a Student with a Disability in this contract will remain the same until OSPI makes WAC changes that reflect any new legal requirements.

Question #28:

Q: The Fee Schedule lists services in terms of service hours, and then lists a fee (\$61). Is that a flat fee per student or hourly?

A: Contractors will be paid for the hours that they provide services to students as outlined in the Statement of Work. This is an hourly rate for a minimum of 4 hours and a maximum of 60 hours per student.

Contractors will be paid a flat fee for Paid Work-Based Learning Experiences. This applies to Individual Work-Based Learning Paid Internships. The contractors must develop a Work-Based Learning Paid Internship for 120 hours. The flat fee will not be paid to contractors who complete fewer than 40 hours of the internship.

Contractors will be reimbursed for wages they pay to the Student in a Work-Based Learning Paid Internship.

Question #29:

Q: In Attachment E the Contractor Inclusion Plan. We wanted to know if it is necessary to subcontract out? Our staff typically carry out the work and were unsure how to answer this piece.

A: Contractors are not required to subcontract any of the services they choose to provide to Pre-ETS students. Attachment E is meant to address how a contractors business' plans to subcontract when it has requested and is approved to do so.

Question #30:

Q: I believe an elephant in the room is the 70% decrease in the work-based learning activities (informational interviews, job site tours etc.). The unbillable time to coordinate events like these can number into the dozens of hours. Network and relationship building, coordinating class schedules and district transportation etc does not seem to be considered. Is there a reason why there has been such a dramatic decrease? This might cause many vendors to stop this very important service.

A: The fee schedule reflects the change from Work-Based Learning Activities to Work-Based Learning Experiences (WBLE). The fee amount for all topic areas provided by contractors under WBLE in a group setting will be changed to \$220 an hour.

The change to Attachment A: Sample Contract will occur within the solicitation amendment and also amend the fee schedule which is an exhibit to the Sample Contract.

Question #31:

Q: Attachment A Sample Contract includes the following term, titled "Certification Regarding COVID-19 Vaccination Requirements", which goes on to spell out Governor Jay Inslee's Proclamation 21-14. Is Governor Jay Inslee's Proclamation 21-14 still in-effect, and this Term and Condition still necessary?

A: The proclamation is no longer in effect. The terms and conditions where this clause is located in the contract is out-of-date and will be replaced with the most current DSHS terms: Attachment A as a part of the solicitation amendment.

Question #32:

Q: Attachment A Sample Contract notes that prior to providing services, the Contractor must "Obtain parental, guardian, or Student consent for the Student to receive Pre-ETS Exhibit B – DSHS/DVR Pre-Employment Transition Services Information and Consent form, DSHS 11-122 from the DVR Regional Transition Consultant or Vocational Rehabilitation Counselor". If student consent must be received from the DVR Regional Transition Consultant or Vocational Rehabilitation Counselor, are Contractors providing services for students only referred through DVR, and not performing their own outreach towards eligible students?

A: Contractors will only be referred to schools through the Regional Transition Consultant (RTC). Contractors should be building an outreach plan in consultation and collaboration with the RTC and Pre-ETS Program Manager (Sections 6(a)(b)).

Question #33:

Q: Attachment A Sample Contract states that "The Contractor shall collect a Pre-ETS Student Roster sign-in sheet of Student names to the DVR Regional Transition Consultant or designee at least fifteen (15) business days prior to commencement of each Job Exploration Counseling; this will enable DVR to ensure there is not a duplication of services." Can students not participate in any of the 5 required activities until 15 days after the DVR Regional Transition Consultant receives the Pre-ETS Student

Roster sign-in sheet? What if students decide to participate in a scheduled group activity less than 15 days prior to the activity?

A: The requirement for the contractor to submit the Pre-ETS student Roster/Sign-in sheet is meant to ensure that RTCs receive the roster before the date a student begins their required activities.

The requirement to submit the pre-ETS Student Roster Sign-in Sheet will be changed from 15 business days prior to 10 business days prior, as a part of the solicitation amendment process.

Question #34:

Q: Attachment A Sample Contract says, "The Contractor shall use the evidence-based curricula posted on DVR's internet page, located at: <https://www.dshs.wa.gov/dvr/pre-employment-transition-services-pre-ets>, as content for the delivery of Job Exploration Counseling". Where is the linked evidence-based curricula for all the relevant required activities? I don't see the curricula on the linked page, or the links on that page.

A: The link is no longer live as it had previously linked to curricula that is out of date and no longer used. The new curricula will be added as an exhibit to the sample contract and added to the contract within this section of the contract as a new live link.

Question #35:

Q: Attachment A Sample Contract notes that "The Contractor shall provide Potentially DVR Eligible Students a minimum of (4) hours of Job Exploration Counseling within a 12-month period starting with the date a Student begins their initial training". Sample A notes that students must receive a minimum of 4 hours total of Job Exploration Counseling, as a category, which consists of (a) the vocational interest inventory results; (b) discussing in-demand occupations; (c) discussing career pathways; and (d) discussing the local labor market information. However, Exhibit D - Fee Schedule (seemingly inconsistently) notes that each subservice (a), (b), (c), and (d) are to be provided for a minimum of 4 hours each. Is Job Exploration Counseling supposed to be offered between 4-60 hours, or is each subservice (a), (b), (c), (d) supposed to each be offered between 4-60 hours? Can you also address these for the other 4 required activities.

A: Each service is 4 hours minimum and 60 hours maximum when provided in a group setting. A contractor may not provide more than 60 hours.

The contractor can provide the service through multiple topic areas (a)-(x) up to 60 hours if they wish, but **the provision of the service shall not exceed 60 hours per student per hour in a 12 month period.**

For example, a contractor could decide to provide 3 topic areas under the Workplace-Readiness Training service based on the needs of the students and school they serve.

The contractor provides the following topic areas in a group setting:

Financial Literacy Workshop (20 hours)

Job-Seeking Skills Workshop (20 hours) and;

Workplace Behavior/Expectations Workshop (20 hours)

These 3 workshops above would meet the 60 hour maximum requirement per hour per student in a 12 month period.

In addition, Job Exploration Counseling Requires all topic areas (a)-(d) to be completed within a maximum of 60 hours.

Question #36:

Q: Will you allow any proposed changes to the Contractor Fee in "Exhibit D – Fee Schedule" in the Attachment A Sample Contract in the proposals?

A: The fee schedule for Pre-Employment Transition Services will be consistent with the previous fee schedule; with all services receiving a 10 percent increase from their original base fee in the prior fee schedule.

Question #37:

Q: Attachment B Sample Bid Submission Letter includes the following statement: "This Response includes this Letter (Attachment B) as well as Attachments C through J, and Attachment K if applicable, as set forth in the Solicitation Document." Where are Attachments I-J and K?

A: This is because the document is only a sample of the format which may be used by a bidder to properly build a bid submission. This document is used in the general sense and is used for more than this DSHS/DVR solicitation.

Attachments I-J and K are hypothetical attachments for the purpose of illustration.

Attachments B-H listed in the RFQQ are the only attachments required to be completed and submitted as a part of a bidder's proposal.

Question #38:

Q: Where in the solicitation/proposal should a bidder designate that they are a state-wide contractor?

A: A contractor cannot assign themselves to a specific service area. DVR determines the service area that a contractor will serve within and whether or not they may serve as a statewide contractor. A status as a statewide contractor under the current contract does not guarantee that a contractor will maintain that same status.

Question #39:

Q: How do you define the "12 month" period for youth in Pre-ETS?

Is it based on the service year of 10/1-9/30?

Is it based on the start date of their enrollment and then 12 months beyond that?

Or start date of services?

A: Importantly, Pre-Employment Transition Services are provided only to Students with Disabilities as defined by DVR within WAC 388-891A-0010.

Please see the answer to question **number 24** Above to receive an answer for the 12 month period described in more detail.

Question #40:

Q: Are we able to pay youth peer mentors more than minimum wage?

A: DVR does not reimburse contractors for any wages paid to a peer mentor who is receiving peer mentoring as a part of Self-Advocacy Training.

Question #41:

Q: Is attachment F for new contractors required for the RFQQ submission? If yes, I am unsure how to answer because as a non-profit our 'business' is not owned by anyone. I can answer based on our CEO, but technically, she is not the owner?

A: Yes, attachment F is required for all contractors as part of the Request for Qualifications and Quotations for the Pre-ETS solicitation. A bidder must annotate the business organization type in section 2 and this may include entities considered Non-Profit Corporations. When an organization is a non-profit corporation, the bidder can attach a list of the partners, members, directors, officers or board members that have control of organizational decision-making.

Question #42:

Q: I had brought up in our meeting that we are able to provide all except the work-based learning and internship categories. Is it possible to only provide the other three categories?

A: No, a contractor must have the capability to provide all 5 of the required activities. If a bidder cannot provide all 5 of the required activities outlined in the Statement of Work any bid submitted by them would not meet the minimum qualifications and be considered non-responsive.

Question #43:

Q: Is there some flexibility for the 10hrs/week minimum for paid internships under the new contract? This requirement will severely limit students from doing internships during the school year due to their limited schedule. Historically none of our internships were able to meet that number of hours a week due to student's extra curricular activities. The summer would be the only time students would be able to work and due to that being the time that most other high schoolers are hired, it makes availability for internships harder to come by. We are just wondering if there will be exceptions made for school year internships on the 10 hour minimum.

A: The requirement that a Student participate in a Work-Based Learning Paid Internship 10 hours a week will be changed to 5 hours a week in the solicitation amendment.

Question #44:

Q: According to the contract there is a maximum of 60 hours. Does that mean 60 hours in each category (totaling 300hours) or 60 hours total for all 5 categories within 12 months?

A: This contract language means 60 hours maximum per student per hour for all 5 categories within 12 months when the service is provided in a group setting.

And

The service must be provided within consecutive weeks within a 30 day period.

Question #45:

Q: SDOR: What if the student did not remember something from the last workshop? Are contractors penalized?

A: It is the contractor's responsibility to ensure that the topic areas are taught in a way where the student gains an understanding that can be measured according to the outcome indicators in the contract. There is no existing "Penalty" in the contract for when a student fails to show an outcome from a contractor provided workshop.

Question #46:

Q: What is the expectation for that form (SDOR) data?

A: The expectation is that the contractor "clearly identifies Student Skill completion/ acquisition [on the SDOR]" (5(a)(b)(c)(d)).

Question #47:

Q: What will be done with the data from the SDOR?

A: The contractor will ensure that the data from the SDOR and the SDOR itself will be transmitted to DVR. DVR will store the documentation for the purpose of federal reporting.

Question #48:

Q: Is it a federal requirement of Pre-ETS to administer and submit a SDOR?

A: Yes, when a Designated State Unit (Washington DVR) chooses to provide the required activities at 34 CFR 361.48(a)(2) by contract.

Question #49:

Q: If the notice is still left at 15 days, will the contract add an exception to include decisions on a case by case basis?

A: The requirement that a Student participate in a Work-Based Learning Paid Internship 10 hours a week will be changed to 5 hours a week in the solicitation amendment. The contract will not contain exception language.

Question #50:

Q: Why does the contract require COVID-19 vaccination when the mandate ended 9.2023?

A: The contract contains an outdated version of the General Terms and Conditions which will be updated when the solicitation amendment occurs. The up-to-date version of the terms and conditions will no longer contain this requirement.

Question #51:

Q: Students must complete 10 hours a week of paid internship. The old contract allowed for an exception, this one does not. So, if a student can only work 8 hours per week but is willing to do 5 weeks, are they not allowed to do the internship?

A: The Student will have a total of 12 weeks, or 3 months, to complete the Work-Based Learning Paid-Internship. Attachment A: Sample contract will be amended and the requirement that a student work a minimum of 10 hours per week will be reduced to 5 hours per week.

In the instance described above (*8 hours a week for 5 weeks*), the amended sample contract would allow for this as a minimum of 40 hours of the Work-Based Learning Paid Internship service.

Question #52:

Q: What will the process be for “case by case” (as the verbal response stated in the Bidders Q&A) scenarios such as a break in consecutive days or exceptions for all services. How is such an exception requested, what documentation is there?

A: There is not an exception process in the Pre-ETS contract. The case-by-case basis described at the bidder conference describes the RTCs and Pre-ETS Program Manger’s responsibility to resolve issues between the student, school and contractor when seen or unforeseen circumstances occur which impact the ability of a service to be provided in a consecutive manner.

The requirement that a contractor provide services within “consecutive days within one week” will be removed from the contract.

The requirement that a contractor provide services within consecutive weeks will also change. The contractor will need to provide services within consecutive weeks within a thirty-day period.

Question #53:

Q: It was stated in the Bidders Q&A that only 1 topic was required in the Job Exploration

Counseling, however the sample contract (4.a.1.i) states “The Contractor reviews the Student’s vocational inventory interest results and discuss (b)(c)(d) below for each of the vocational interests identified.” Which encompasses all 3 topics: In-demand occupations, Career pathways and Local labor market information. Can you please clarify?

A: Within the sample contract the following is stated within the Job Exploration Service:

“Job Exploration Counseling;

(1) The Contractor shall provide Job Exploration Counseling activities which promote considerations of opportunities and informed decision-making regarding career options to help Students with disabilities understand post-school choices and opportunities.

(a) The Students’ vocational interest inventory results;

i. **The Contractor reviews the Student’s vocational inventory interest results and discusses (b)(c)(d) below for each of the vocational interests identified.”**

The contractor must perform (a)(b)(c) and (d) if a student is receiving the Job Exploration Counseling Service. The contractor shall provide between a maximum of 60 hours per student when providing the required topic areas under (a)-(d).

Question #54:

Q: When asked in the Bidders Q&A if a vendor has to provide all 5 services, the answer was that the vendor only had to show proof that they have the capacity to provide all 5 services. Can you please clarify?

A: Any contractor who wishes to receive a Pre-ETS contract must have the capability to provide all 5 of the required activities described in the Statement of Work. A contractor must show that they have the experience and qualifications to perform these services in the Experience and Qualifications section of the Bidder Response form: Attachment D.

Question #55:

Q: Does the student then no longer complete one of the services if they are out sick? What about internships, there are more than 4 weeks in Summer. If a student can still do 4 weeks of an internship but had a family vacation planned in the middle, are they no longer eligible for an internship?

A: The requirement that a contractor provide services within “consecutive days in one week” will be removed from the contract.

The requirement that a contractor provide services within consecutive weeks will also change. The contractor will need to provide services within consecutive weeks over a thirty day period.

The Student will have 3 months, or 12 weeks, to complete a Work-Based Learning Paid Internship.

The contract is not an instrument which speaks to these instances of a student’s inability to engage in a service.

Attendees at the June 20, 2024 Bidder Conference included the following:

1. James O'Brien, DSHS
2. Brandon Sheldon, DSHS
3. Douglas Morehead, DSHS
4. Abby Smith, DSHS
5. Mary Crago, DSHS
6. Gillian Marshall, Dynamic and Innovative Research Solutions
7. Laurie Patterson, Blue Mountain Action Council
8. Angela Renahan and Jay Johnson, GGYO
9. Barbara Maxwell, Blue Mountain Action Council
10. Leah Olsheski, Dynamic Works Institute
11. Christine Katon, Educational Service District 112
12. Shauna Euritt, Vadis
13. Ashley Curtin, North Central Educational Service District 171
14. Beth Kujan, LSI Business Development, Layton, UT
15. Diana Ro George, Edmonds College
16. Michelle Whitlow, Executive Director, Lewis County Autism Coalition
17. Charles McFadden, RIT/NTID, Rochester, NY
18. Julie Pollard, Highline College
19. Meranda Smith, Program Director for South Central Workforce
20. Peter Schlegel, Northwest Educational Service District 189
21. Megan Wingo, FuturesNW
22. Sylvie McGee, for The Moore Wright Group
23. Eddie Mazariegos, Future Gen
24. Sage Borgias, FuturesNW
25. Kristin Nguyen Cascade Connections
26. B Pennington Regional Program Supervisor PRE-ETS for Morningside
27. Joel Bergsbaken, Hearing Speech and Deaf Center
28. Anna Ihrig, Center for Independence
29. Kristine Juhl, Northwest Educational Service District 189
30. David Stewart, DSHS
31. Valerie Maher, Vadis
32. Brian McClay NWESD 189
33. Andrew Campbell CEO Shine Kinesthetics
34. Miguel Smith, Summit Community Center
35. Brother Rashad Norris Relevant Engagement LLC
36. Ty Turner, Executive Director, I Am DIVA Girl
- 37.

All other terms and conditions in this Solicitation remain the same.

Welcome to the Bidder Conference

DVR/OOS/WA Request for Qualifications and
Quotations (RFQQ) #2413-855
Pre-Employment Transition Services (Pre-ETS)

June 20, 2024

4:00 to 5:00 p.m. Pacific Time

Agenda

- Introductions and Ground Rules
- Opening Remarks
- Project Scope and RFQQ Goals
- Important Reminders & Key Dates
- Q&A

Introductions and Ground Rules

- DSHS Introductions
- Presentation, followed by Q&A
 - Please hold questions until end
 - Questions must be sent to the RFQQ Coordinator via Chat
- List of attendees may become a public record
- Focus on general issues related to RFQQ instructions, requirements, etc.
- **Verbal responses to questions are unofficial**
- Official responses to be posted as an RFQQ amendment.

Procurement Goals

- Fair, open and competitive procurement process
- DSHS is a public entity and subject to state procurement rules and regulations
- To obtain the services of a qualified organization, who will collaborate with DSHS, DVR to provide the Pre-ETS services requested in the RFQQ.

Opening Remarks

Division of Vocational Rehabilitation

The Division of Vocational Rehabilitation (DVR) is a statewide resource that assists people with disabilities to prepare for, secure, maintain, advance in, or regain employment.

DVR partners with businesses and organizations to develop employment opportunities. We serve people who seek meaningful and secure employment, but whose disabilities may result in one or more barriers to achieving employment goals.

Background

Pre-Employment Transition Services are activities that offer an early start at career Exploration.

Pre-employment transition services are provided to potentially eligible students with disabilities in a group setting while they are in school and eligible for an individualized educational program (IEP) or otherwise are regarded as an individual with a disability under section 504 of the Rehabilitation Act of 1973, as amended.

Pre-employment transition services are coordinated between schools and DVR to help potentially eligible students prepare for and go to work in the community.

Project Scope

- DVR is currently seeking qualified vendors to provide Pre-Employment Transition Services to Potentially eligible students.
- We're looking for vendors who have experience providing the following services:
 - Job Exploration Counseling
 - Work-Based Learning Experiences
 - Counseling on opportunities for enrollment in postsecondary education
 - Work Readiness Training
 - Self Advocacy Training

Bidders' Proposals

- Based on the terms, conditions and deliverables set forth in the RFQQ and Attachment A: Sample Contract
- Provide clear, concise, direct, detailed and specific responses
- Ensure responses are accurate, without assumptions
- Apparent Successful Bidder's Proposal may become part of the Contract

Submitting a Proposal that does not follow the RFQQ requirements will be deemed non-responsive



Submission Requirements

Attachment B: Sample Submission Letter

Attachment C: Certifications & Assurances

Attachment D: Bidder Response Form

1. Bidder Information (Administrative Response)
2. Bidder Qualifications and Experience
3. Bidders Solution to RFQQ (Technical Response)
4. Bidders Proposed Pricing (Cost Response)
5. Bidder EO 18-03 Certification

Attachment E: Contractor Inclusion Plan

Attachment F: Contractor Intake Form

Attachment G: Additional Contractor Information

Attachment H: DVR Code of Ethics

Important Reminders

- As Amendments are posted to WEBS, these should be carefully reviewed and downloaded by the Bidders
- DSHS is committed to ensuring a fair and open competitive process
- To ensure that all Bidders receive a fair and open opportunity, it is vital that all interested parties abide by the requirements
- **All questions and information regarding this RFQQ should be directed to the RFQQ Coordinator** and to no one else, unless otherwise directed in writing by the RFQQ Coordinator



Bidders may submit written questions or requests for change in Solicitation Requirements until 5:00 p.m. Pacific Time	July 1st, 2024
DSHS intends to post responses to written questions	July 12th, 2024
Bidders must submit Proposals by 3:00 p.m. Pacific Time	July 29th, 2024
DSHS Evaluates Written Responses	July 30 th -August 26 th , 2024
Announcement of Apparent Successful Bidder on WEBS	August 30 th , 2024
Contract Execution/Start Date	October 1 st , 2024

A 3D graphic of the letters 'Q&A' in red, green, and blue, with a white shadow underneath.

- Questions must be sent to the RFQQ coordinator directly via Chat
- **Verbal responses to questions are unofficial**
- Official responses shall be posted on WEBS as an RFQQ Amendment
- If there are questions that we do not get to today, please submit these via email to the RFQQ Coordinator at: brandon.Sheldon@dshs.wa.gov

Final Questions are due via email no later than July 1st, 5:00PM PT

**DSHS appreciates your time and
interest in this solicitation!**