

Oregon School Safety and Emergency Management (SSEM)  
Intergovernmental Agreement (IGA)  
Request for Applications (RFA)  
Questions and Answers  
February 13, 2024

Q1	During the Pre-Application Conference held February 1, 2024 at 12:00 pm PST, there were several questions around how the regions were determined and if there will be consideration for redrawing the regions through an Addendum to this RFA.
A1	Attachment B, Description of Regions is meant as an expected outcome of the RFA process and should be used as a reference by applicants when completing their application. Applicants should complete their application as though they will be providing services to the region they are in. Agency may adjust regional boundaries based on program needs and available funding.
Q2	Should [applicants] write [their] applications assuming full funding in year one?
A2	<p>Applicants should complete their applications with a budget that covers the final 15 months of the current biennium and that supports the SSEM Plan portion of the application. Assume an award date in April 2024 and submit an SSEM Plan and supporting budget that would cover April 2024 to June 2025. The current and expected Not To Exceed amount for a two-year contract is \$330,000. Applicants should produce a budget that considers \$247,500 (six eighths of the current biennium).</p> <p>Applicants should submit budgets that account for 6/8ths of the biennium and an SSEM plan that produces 5/8ths of the Deliverables for the 23-25 biennium. Agreements will not be retroactive and will not cover work prior to the date of execution. Agreements will be awarded and aligned to Oregon’s biennium. Current biennium Agreements will begin at time of agreement execution and end June 30th 2025. The actual Deliverables may be adjusted based on execution date (likely lower, not higher). This means:</p> <ul style="list-style-type: none"> <li>• Budget for \$247,500 from April 1<sup>st</sup> 2024 to June 30<sup>th</sup> 2025.</li> <li>• Plan for 20 Deliverables from April 1<sup>st</sup> 2024 to June 30<sup>th</sup> 2025.</li> </ul>
Q3	Is the contract timeframe and associated budget a one year or two year time period?
A3	Please see A2.
Q4	Will you please [provide] a list of the participants and the ESDs they are affiliated with?

<p>A4</p>	<p>Tim Witcher - Clackamas ESD                  Pam Bonner - Clackamas ESD                  Pat Sublette - Columbia Gorge ESD                  Claire Ranit - Columbia Gorge ESD                  Misty Groom - High Desert ESD                  Jon Peterson - InterMountain ESD                  Rob Naughton - InterMountain ESD                  Dave Williams - InterMountain ESD                  Jen Susuki - Malheur ESD                  Kevin Purnell - Malheur ESD                  Jelena Doney - Multnomah ESD                  Renae Iversen - Northwest Regional ESD                  Laurel Smalley - South Coast ESD                  Josh Cook - South Coast ESD                  Dan Weaver - Southern Oregon ESD</p>
<p>Q5</p>	<p>Agreement [Amount and Duration] (1.2 [of the RFA]) “The initial term of each Agreement is anticipated to be two years, with a potential renewal every two years with review for amendment and continuation.”</p> <p>In section 2.4.6 [of the RFA] (Quantity) it states the initial term dates to be “Between July 1, 2023 and June 30, 2025, Contractor shall provide...”</p> <p>Questions:</p> <ul style="list-style-type: none"> <li>• If July 1 is the initial term date for us to use to build our budget based on, will we get back pay to cover efforts in the past? If not, what is the date we should use?</li> <li>• Based on that answer, will the budget award be the full \$330,000 or a prorated amount? How will the deliverables required be adjusted for whatever term is determined?</li> </ul>
<p>A5</p>	<p>Please see A2.</p>
<p>Q6</p>	<p>Key Person(s) &amp; Certifications (2.4.3 [of the RFA]) “Applicant’s Key Person(s) must continue to stay trained and remain knowledgeable of school emergency management best practices as developed and implemented by the Federal Emergency Management Agency (FEMA), the Readiness and Emergency Management for Schools (REMS) Technical Assistance Center, Oregon Department of Emergency Management, the Oregon Department of Education and other relevant state and federal agencies throughout the term of the Agreement signed by Contractor.”</p> <p>Question:                  We notice there is not an independent study course related to psychological safety.</p>

	<p>According to FEMA and REMSTA, psychological safety is a component to school emergency management. Would it be allowable for the Key Person to provide technical assistance and/or participate in Flight Team and/or postvention activities as it relates to keeping ESD and school districts safe?</p>
A6	<p>It is unreasonable to list every potential training course that could improve the capacity of the Key Person(s) designated by the contracted ESD. The list of required training is the minimum requirement of the Key Person(s). Per the purpose of this RFA:</p> <p>The primary purposes of Contractor’s role in the SSEM Program and this Agreement are for:</p> <ul style="list-style-type: none"> <li>• Developing Oregon’s education system’s long-term capacity to maintain school emergency management expertise and capability at local levels; and</li> <li>• Assessing, providing training, providing technical assistance, and improving the capacity of Districts, Schools, Charters and ESDs within the Applicant’s region to develop and implement new, or strengthen existing, high-quality, all-hazards EOPs customized to their unique District, School, Charter, ESD and community culture and response capabilities that will enable them to better prepare for, respond to, and recover from any threat or hazard.</li> </ul> <p>An all-hazards EOP, customized to the unique needs of a school, could and should include psychological safety considerations, as well as other supporting practices and training materials that are not explicitly called out in the RFA.</p>
Q7	<p>Question [a]:</p> <p>The following are not identified in [2.4.5] section [of the RFA]. Would these require approval?</p> <ul style="list-style-type: none"> <li>• SRP (Standard Response Protocol) is not listed as one of the recognized sources for accepted training materials. Where does SRP stand in relation to this contract provision?</li> <li>• Stop the Bleed Training</li> <li>• Trauma informed drill training that has been standardized</li> </ul> <p>Question [b]:</p> <p>When School districts are participating in community engagement with local agencies such as county public health and CCO funding sources, they may secure funds to use for safety and security purposes. Are SSEM personnel allowed to support this work? Does it require pre-approval?</p>

<p>A7</p>	<p><b>A7a:</b></p> <p>See A6. Additionally, per specific training and procedures identified in Q7a:</p> <ul style="list-style-type: none"><li>• Agency does not have a formal agreement with the private organization, I Love U Guys Foundation. As such, a reference to that organization will not be included in formal contract language. However, the SSEM program has and will continue to reference the Standard Response Protocols and the Standard Reunification Method (developed and promoted by the I Love U Guys Foundation) in guidance and training documentation so long as they remain free to use by schools. The SRP and SRM effectively promote practices which align with the mission of the SSEM program.</li><li>• Stop The Bleed is another independent training program that promotes improving the capacity of schools to effectively respond to emergencies. OAR 581-022-2220 requires schools have a medical emergency plan in place and stipulates minimal training requirements for first aid/CPR/AED. Stop The Bleed could be used to support schools’ implementation of such plans and would align with the mission of the SSEM program.</li><li>• Trauma-informed drill training is a practice rather than a specific training. This Q&amp;A section will not attempt to provide definitions of terms outside of what is already defined in the RFA. However, it is generally accepted that schools should implement trauma-informed practices when conducting their emergency drills and exercises such that participants—particularly children—are not scared of the procedures but come away with an understanding that the practiced procedures promote safety.</li></ul> <p>Applicants should stick to referencing materials from the agencies listed in the RFA, for example, section 3.2.1.3. If an applicant desires to use materials that are not currently used or referenced by those agencies, those materials must be presented to Agency for determination of its accepted use.</p> <p><b>A7b:</b></p> <p>If the SSEM Key Person(s) wish to provide technical assistance to a District that is participating in community engagement with local agencies—an activity that improves emergency preparedness—then that activity would likely support the scope of the SSEM program.</p>
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Q8	<p>SSEM Training Materials (2.4.5 [of the RFA]) “Any deviations from these standards and guidance must be pre-approved by Agency in writing.”</p> <p>Question: Can you describe an example of a deviation?</p>
A8	<p>A deviation would be an intentional omission from or erroneous addition to the referenced standards and guidance. For example:</p> <ul style="list-style-type: none"> <li>• An omission: providing training or technical assistance to a District in which a District is advised they do not need to plan for active threats within their buildings by implementing and drilling procedures related to the Lockdown Drill.</li> <li>• An addition: Providing training or technical assistance to a District in which a District is advised they must plan for active threats within their buildings by implementing drilling procedures related to a Lockdown Drill but adding that classroom doors should be left open during this procedure.</li> </ul>
Q9	<p>SSEM Training Materials (2.4.5 [of the RFA]) - “Agency will provide Applicant with Program Materials that can be used to promote and explain the SSEM Program.”</p> <p>Question: What program materials will be provided to promote and explain the SSEM Program? Will our ESD be able to develop promotional materials?</p>
A9	<p>Agency will provide Contractor with Program Materials that can be used to promote and explain the SSEM Program. Contractor must get Agency approval prior to the use of any Program Materials not developed or provided by the Agency.</p>
Q10	<p>SSEM Training Materials (2.4.5 [of the RFA]) - “Applicant must get Agency approval prior to the use of any Program Materials not developed or provided by the Agency.”</p> <p>Question: Would any previous documents created be required to be changed? Or would they be eligible to go through an approval process?</p>
A10	<p>Please see A9. Additionally, there is no precedent of accepting past documents without approval from the Agency under a new agreement; all documents must be submitted to Agency for approval.</p>
Q11	<p>Quantity (2.4.6 [of the RFA]) i.”Deliver, or co-deliver with Agency or other Contractors, at Agency’s discretion EOP training and technical assistance that shall demonstrate an improvement to a given District, School, Charter or ESD’s emergency preparedness capacity.”</p>

	<p>Questions:</p> <ul style="list-style-type: none"> <li>• How many deliverables will be required in year one (assuming the term is not the full term of July 1, 2023 - June 30, 2024)?</li> <li>• Are EOPs to be prioritized above other other improvement activities or capacity assessments or other requests for support?</li> </ul>
A11	<p>Please see A2. Additionally, no category of improvement activity shall be prioritized over another. All categories are necessary to consider for the development of a high-quality EOP.</p>
Q12	<p>Quality (2.4.7 [of the RFA]) - “Contractor shall establish and consistently utilize evaluation criteria provided by Agency that, at a minimum, allows recipients of EOP training and technical assistance to provide feedback and ratings in the following areas...”</p> <p>Question: Will ODE be providing survey or feedback tools? Our ESD currently does this ourselves, are we able to continue with using our own processes? Will ODE need to approve our process?</p>
A12	<p>Agency will provide training and technical assistance evaluation tools to Contractors. However, a Contractor-developed survey could be used if it addresses the areas listed in 2.4.7 and is approved by the Agency.</p>
Q13	<p>Deliverables (2.4.8 [of the RFA]) “A quarterly invoice for reimbursement of qualified expenditures. Reporting required with each quarterly invoice shall include a description of the services completed during the invoice period [...]”</p> <p>Question: Will the quarterly invoice be the way deliverables are tracked? Will ODE continue to utilize smart sheets to track deliverables as well? Or since there is work on aligning SSEM with SSPS, will there be a shift to align more closely with how School Safety Prevention Specialists (SSPS) track deliverables?</p>
A13	<p>The quarterly invoice—with required reporting—will be the primary means of tracking Deliverables. Agency will use SmartSheets to track the necessary components of the Deliverables and will be used to fulfil the reporting requirements of the same for the quarterly invoice.</p> <p>The School Safety and Emergency Management program and the School Safety and Prevention System program are separate, if complementary, programs. Deliverables, reporting and invoicing between the two programs will be separate.</p>
Q14	<p>Deliverables (2.4.8 [of the RFA]) - “An Annual review and certification of the SSEM Plan.”</p>

	<p>Question:</p> <p>In the bottom box of the table in this section, it indicates that the SSEM plan will be “certified” annually. Can you clarify the certification process?</p>
A14	<p>The annual review and certification will be conducted on a Contractor’s annual SSEM Plan to ensure it aligns with contract requirements and does not exceed in budget the Not To Exceed amount remaining on the contract.</p>
Q15	<p>Budget (3.2.1.4 [of the RFA])</p> <p>Question:</p> <p>Is this budget supposed to reflect the entire life of the agreement or a single fiscal year? When does ODE expect we can start scheduling these activities?</p>
A15	<p>Please see A2. Also, it is not recommended that applicants begin scheduling events or activities against an agreement not yet awarded; applicants assume all risks of conducting any work without a fully executed agreement.</p>
Q16	<p>Agreement Term (1.2 &amp; 2.4.6 [of the RFA])- Please clarify the agreement term. Specifically, what term should we build our budget based on? Will the budget award be the full \$330,000 or some prorated amount? In addition, how will the deliverables required be adjusted for whatever term is determined?</p>
A16	<p>Please see A2.</p>
Q17	<p>Key Person (2.4.2 [of the RFA])- Please clarify the relationship between the key person and the subject matter expert. It is our intent to designate a key person that is not the same as the subject matter expert, with the subject matter expert being a second key person. Is this permissible? Also, please confirm that the key person can have other responsibilities.</p>
A17	<p>Per section 2.4.2 of the RFA: “...if Applicant wishes to split the duties of the Key Person between two employees, they may provide two Key Persons as long as one or both employees are available to provide the required expertise and personal attention required.”</p> <p>Per section 2.4.3 of the RFA: “Applicant’s Key Person(s) will be a subject matter expert on school emergency management fundamentals.”</p> <p>If Applicants wish to spread the duties between two people, then both Key Persons must be subject matter experts and be available for program activities as described in the RFA.</p>
Q18	<p>SSEM Training Materials (2.4.5 [of the RFA])- SRP (Standard Response Protocol) is not listed as one of the recognized sources for accepted training materials. Where does</p>

	SRP stand in relationship to this contract provision? Districts sometimes request help developing materials specific to their needs, which may encompass many different sources for best practice and may not be available as a finished product from the Agency. Should we submit written requests for the agency to synthesize the materials to meet the districts' needs? If SSEM is not included in the branding of materials and the standards are consistent with the recognized protocols, are we allowed to respond directly to needs?
A18	Please see A7 and A9.
Q19	Quantity (2.4.6 [of the RFA]) - How many deliverables will be required in year one (assuming the term is not the full term of July 1, 2023 - June 30, 2024)?
A19	Please see A2.
Q20	Pre-Application Conference (3.1.3 [of the RFA]) – Can we get a list of the attendees and which ESD they represent?
A20	Please see A4.
Q21	Application Submission (3.1.5) – Will ODE acknowledge receipt of our electronic submission?
A21	According to section 3.1.5 of the RFA, Application Submission, Applicant is solely responsible for ensuring its Application is received by the SPC in accordance with the RFA requirements before Closing. Applicants may email the SPC requesting acknowledgement of receipt of their electronic submission.
Q22	Budget (3.2.1.4 [of the RFA]) - Is this budget supposed to reflect the entire life of the agreement or a single fiscal year? Either way, the term is crucial to respond appropriately. Also, as we prepare budgets, activities must be performed to incur the staff expenses. Realistically, when does ODE expect we can start scheduling these activities? The awards are slated for April (no specifics as to when). Does this mean we should start scheduling in May for activities in hopes we are awarded the grant?
A22	Please see A2 and A15.
Q23	Capacity (3.2.1.5 [of the RFA]) – Please define the “region” you are referring to. If there is no SSEM, how would we even have the authority to do work in other ESDs in our SSEM region? What is the intent of asking this question?
A23	For the purposes of this RFA, the prompt in section 3.2.1.5 should be answered based on the Applicant’s ESD region only and not the region identified for the SSEM program.
Q24	Evaluation Criteria (4.2 [of the RFA]) – What objective criteria will be used for the specific items? For example, 4.2.2 [of the RFA] asks “How well does applicant show



	evidence of experience working to build relationships with other Districts...” leaves it unclear how to provide objective evidence.
A24	Applicants should reference and provide examples of training and technical assistance they have provided to the Schools and Districts within their own region. Applicants should demonstrate they have a good working relationship with the Schools and Districts within their own region. This could be done by explaining how Applicant has implemented new programs, expanded other services, or maintained support within its region on other programs.
Q25	Regions (SSEM Att B [to the RFA]) – The GSEM grant had five regions. The SSEM grant has 6 regions proposed, yet left the largest region as one, with 38 districts representing approximately 43% of the State’s ADMw. How were the regions designated for this RFA, was no consideration given to creating two regions out of this very large one, and is there any ability to reconsider now?
A25	Please see A1.
Q26	Agreement Term (1.2 & 2.4.6 [of the RFA]) - Please clarify the agreement term. Specifically, on what term should we build our budget? Will the budget award be the full \$330,000 or a prorated amount?
A26	Please see A2.
Q27	Key Person (2.4.2 [of the RFA]) - Please clarify the relationship between the key person and the subject matter expert. Our intent is to designate a key person as a finance person and invoice the liaison with ODE and a separate subject matter expert who will lead the work to meet the deliverables. Is this permissible?
A27	Please see A17. Additionally, Agency understands that the actual invoice for reimbursement will come from the Contractor’s finance office. However, this does not exempt the Key Person(s) from the listed requirements in the RFA or of direct reporting to Agency on program activities.
Q28	SSEM Training Materials (2.4.5 [of the RFA]) - SRP (Standard Response Protocol) is not listed as one of the recognized sources for accepted training materials. Where does SRP stand in relation to this contract provision? I am asking because Districts sometimes request assistance developing materials specific to their needs, which may encompass many different sources for best practice and may not be available as a finished product from the Agency. Is the plan that we submit written requests for the agency to synthesize the materials to meet the districts’ needs? If neither SSEM nor ODE are included in the branding of materials and the standards are consistent with recognized best practices, are we allowed to respond directly to needs of our districts without gaining pre-approval from ODE on developed materials?

A28	Please see A7 and A9.
Q29	Quantity (2.4.6 [of the RFA]) - How many deliverables will be required in year one? Assuming the term is not the full term of July 1, 2023 - June 30, 2024.
A29	Please see A2.
Q30	Application Submission (3.1.5 [of the RFA]) – Will ODE acknowledge receipt of our electronic submission?
A30	Please see A21.
Q31	Budget (3.2.1.4 [of the RFA]) - When does ODE expect we can start scheduling activities? This question is being submitted because school Districts are not often able to schedule events on short notice. The awards are slated for April 2-24. If the initial grant term is April 2024 - June 30, 2024, it becomes a short window of time in which to complete any deliverables. Does this mean we should begin scheduling activities beginning in May 2024 in hopes we are awarded the grant? Or is ODE taking into account the delay in program award and start-up when accounting for Contractor’s reasonable abilities to meet deliverables in the term.
A31	Please see A2 and A15.
Q32	Capacity (3.2.1.5 [of the RFA]) – Please define the “region” you are referring to in section 3.2.1.5. If there is no SSEM program awarded, how is the ESD expected to have capacity for completing deliverables? Given that the SSEM Regions encompass a larger region than our ESD typically serves, how would we even have the authority to do work in other ESD’s regions without receiving an SSEM award and contract? What is the intent of asking this question?
A32	Please see A23.
Q33	Evaluation Criteria (4.2 [of the RFA]) – What objective criteria will be used for the specific items? For example, 4.2.2 asks “How well does Applicant show evidence of experience working to build relationships with other Districts...in order to authentically engage viewpoints and opinions...” . Will there be a rubric or other criteria we can use to gauge our submissions?
A33	According to section 4.2 of the RFA, Evaluation Criteria, and 4.3 of the RFA, Point and Score Calculations, evaluators will assign a score of 0 to 10 for each evaluation criterion. A chart in Section 4.2 breaks down what scores 0 to 10 mean. A chart in Section 4.3 breaks down possible points.