Questions Regarding the MSU, Mankato
Request for Qualifications for ADA/Sec. 504 Consultant

1. We would like to clarify the specifics of the scope of work. Although the Minnesota State University, Mankato is part of the Minnesota State Colleges and Universities (MnSCU), which has 53 campuses located in 46 Minnesota communities, the activities for this Scope of Work will be limited to the 303 acre Mankato campus. Is that correct?

   Yes, that is correct. The RFQ is seeking a consultant to work with the Minnesota State University, Mankato campus only.

2. Would the University consider responses from consultants that focus on the consultants' area(s) of expertise?

   Yes, the University will accept responses from consultants who are available and/or qualified for certain areas of the scope of work. Preference may be given to consultants who can provide the broadest expertise.

3. The Scope of Work includes “training in field assessment”. Is it expected that University staff or local consultants would be trained to do the assessments?

   It is expected that the consultant(s) would provide a preliminary or baseline physical and programmatic accessibility assessment. University staff may need to assist in the process due to time and financial constraints. Staff training in field assessment strategies may be necessary to provide consistent data collection.

4. What is the goal and expectation of the training? What is the extent of work to be provided by those individuals who are trained?

   The goal of the physical assessment training is to establish a self-sufficient method of monitoring campus physical access now and in the future. The consultant would provide training for key university staff and the ADA Advisory Committee members in a physical access self-evaluation tool/method.

   The purpose of the ongoing assessment would be to provide periodic monitoring of MSU buildings and grounds with regard to physical access and also improve awareness of barriers to accessibility and methods/strategies to assure access.

   The goal of the programmatic assessment training is to enhance the work of the Disability Services staff and ADA/Sec. 504 Advisory Committee in their role as advocates for promoting improved university wide access to programs and services.

5. Is it intended that the team who is trained would assess building conditions or would assessments include policies and program access as well as building conditions?
It is intended that key staff and University ADA/Sec. 504 Advisory Committee members would assist the consultant(s), as appropriate, with physical, policy and program access assessment.

6. Would the team who is trained provide an analysis of non-compliant conditions and related ADA Standards or would the prime consultant assess the building based on the results of the building survey?

The University is open to suggestions and recommendations from prospective consultants on the most effective method for analyzing non-compliant conditions. Key staff and the ADA/Sec. 504 Advisory committee will provide information and collaborative support as appropriate.

7. Would the team who is trained provide recommendations for corrective action – in effect, self-evaluation and recommendation?

The team who is trained would be involved in planning and prioritizing corrective action with leadership and guidance from the consultant.

8. The Experience and Qualifications Section requests that submittals address project schedule and understanding. Is this intended to address the project process and phasing or a time frame for activities?

Item #5 under Experience and Qualifications in the Statement of Qualifications reads “Include a project schedule as you understand the scope to require”. The purpose of #5 is to give the respondent an opportunity to structure their proposal in a format/timeline they believe to be the most logical method to accomplish such a comprehensive project.

It is understood that a project such as this may need to be phased and divided over multiple years. The University is interested in how consultants might suggest structuring such a project.

9. Are the web-site accessibility, emergency preparedness, on-line learning, etc. contemplated for inclusion in the project?

Yes, all areas listed must be accessible to individuals with disabilities and need to be included in an overall assessment transition plan. Again, who does the assessment and how it is done could be guided by the consultant with assistance from University staff or graduate students.