Academy of Peer Services (APS)
RFP# MH253006

Questions & Answers

Q1. I was wondering whether this grant is open to all nonprofit organizations or if it is specifically intended for colleges and universities.

A1. No, not all nonprofits are eligible. As stated in the RFP section 2.4- Eligible agencies are colleges and universities located in New York State, New Jersey, or Connecticut. Only colleges and universities are eligible to apply.

Q2. Can you clarify whether for profit companies or non-college and universities are eligible to respond to the RFP?

A2. No. The only eligible applicants are colleges and universities in New York State, New Jersey, or Connecticut.

Q3. How many peer workers, supervisors, and agencies will require access?

A3. The Academy of Peer Services should have the capacity to host these services free of charge for learners in New York State who are interested in the coursework relating to the New York Peer Specialist certification. Between January and December of 2025, the LMS hosted 9,299 users, 7,834 of which were active learners, and the Virtual Learning Community hosted approximately 17,000 users. The academyofpeerservices.org website does not have a set capacity in the sense of maximum number of visitors.

Q4. Should county/local providers have administrative dashboards?

A4. Currently, this is not a feature of the Academy of Peer Services nor is it required for the contract. Any administrative tasks that should occur between the APS and other entities will be mutually established with OMH.

Q5. Does OMH expect integration with specific training vendors or credentialing bodies?

A5. Assuming that by "integration" this question is asking about collaborating with specific entities, yes, OMH expects collaboration and cooperation between the Academy of Peer Services with entities including but not limited to the New York Peer Specialist Certification Board (NYPSCB) and other OMH training partners relative to the peer workforce. These partnerships will include developing trainings in accordance with the NYPSCB, use of subject matter experts, identification and development of required and emerging training material and modalities, technical assistance and user support, certification support, and others as indicated.

Q6. Is the LMS intended for all peer types (e.g., Certified Peer Specialists, Family Peer Advocates, Youth Peer Advocates, Recovery Peer Advocates), or specific roles?

A6. No. The LMS is specifically intended for Mental Health Peer Specialists, including Certified Peer Specialists, those interested in the certification, and individuals who benefit from this resource but are not peer specialists, such as supervisors. The Academy of Peer Services is a unique resource but should demonstrate a basic understanding of the differences between the various peer workforces (Family and Youth Peer Advocate workforce, as well as the Recovery Peer Advocate workforce which is an OASAS initiative). The primary population served are individuals seeking certification through the New York Peer Specialist Certification Board (www.nypscb.org).

Q7. Is the LMS part of a broader peer workforce strategy (e.g., increasing numbers, improving supervision quality, reducing turnover)?

A7. Yes. The Academy of Peer Services was developed in direct response to the state's need to support a qualified peer workforce who can navigate Medicaid-billable peer services by housing the core and continuing education for the workforce. It is imperative the Academy be responsive to emerging workforce needs (i.e. supervision quality, working in specialty settings, strategies for program development and staff retention, etc.) with attention to the need for more peer workers as programs build peer services into multidisciplinary teams.

Q8. Will the LMS be linked to the NY Peer Certification Board or other credentialing bodies?

A8. Currently, the Academy links the NYPSCB website in an FAQ document and at the top of the website so learners can navigate more easily to the site.

Q9. What KPIs should the LMS report on (e.g., completion rates, certification pipeline, drop-off points)?

A9. The Academy should have the capacity to analyze and report on the following:
- number of users
- user demographics
- user characteristics such as module and test time, username/email, IP address
- completion rates for individual courses, core modules, and specialty tracks.
- certification pipeline
- drop-off points
- IT/helpdesk outcomes and user support needs
- User experience
- Other data points as requested