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Addendum #2

Working with Community Partners to Advance Integrated Student Support Teams & Build a Multi-Tiered System of Social-Emotional, Behavioral & Mental Health Supports (MTSS-SEB)

Issue Date: Friday, March 15, 2024

Bids Due: Thursday, March 21, 2024 at 1:00 PM

Question	Response
Is the district looking for one provider to meet the needs of this RFP?	No. The purpose of this RFQ is to develop an inventory of resources, services and qualified community organizations that demonstrate capacity to consult, coordinate and collaborate with the Department of Social-Emotional Learning and Mental Health, School-based Student Support Teams, and other partnering stakeholders to provide and sustain integrated social, emotional and mental health services across the district and school communities.
Is the district looking for SEL PD for teachers within this RFP?	That would be a service that could fall under this RFQ.
Which vendors and community partners does the District currently work with for MTSS supports?	The district works with an ever changing constellation of vendors and community partners through existing methods of contracting, purchasing and partnerships. This RFQ is an effort to streamline that process.
Are vendors required to bill Medicaid, insurance, or any other third-party directly for any services rendered?	No, vendors are not required to bill. However, vendors and applicants are encouraged to leverage other funding sources when and where it is appropriate.
What is the approximate award notification date?	Vendors will be notified if they are selected as

	qualified community partners by Thursday, March 28, 2024.
Since the funding source is contingent on grant funding and subject to change, where is the District in the grant/funding process phase (application submitted, awarded but contract pending, etc.)?	The PPSD is large, and there are always a number of efforts occurring in a variety of departments to secure additional funding and support sustainability of current grant initiatives. PPSD has both current grant funded initiatives and are actively seeking out/applying to other funding sources while also looking to collaborate with partners who have the capacity to provide school-based mental health and social emotional services and supports to establish sustainable structures across settings.
What is the estimated total budget of District funds available for projects under this RFQ?	
Does the District envision these services to support all students (Tier I, II, or III based on the MTSS), or are you seeking more intensive intervention at the Tier II or Tier III levels?	PPSD will consider applicants/services that target services across the continuum and tiers of intervention. Proposals should indicate which level of support specific interventions and services are targeting.
Based on your current MTSS program and understanding of referral needs, what is the approximate number of students in need of School-Based Mental Health services by Tier?	This question cannot be answered with a single number. Tier One services are universal. Services provided will depend greatly on screening results, and the capacity/MTSS service mapping of individual schools.
What is the current referral process?	Requests for assistance (i.e. referrals) will be submitted to school-based student support teams who will monitor requests and engage in collaborative decision-making to align interventions and make additional referrals based on student and family need.
What level of staff assistance is expected in crisis situations, threat management, or behavioral de-escalation?	All PPSD staff and partners will follow the RI Suicide Prevention Protocol and flowchart which demonstrates the appropriate response by school crisis teams aligned to risk level.
In cases where staff need to restrain or physically intervene, what certifications does the District mandate?	PPSD has a Physical Restraint and Crisis Intervention Policy which can be found on the district's website.
Are there specific goals or performance metrics that you're hoping to achieve? a. What is the baseline data? b. How will you evaluate/calculate this performance?	A. Ability to consistently coordinate and collaborate with PPSD's district Student Support Team and individual school-based Student Support Teams to build and advance infrastructure, processes, leverage

	<p>funding, and engage in resource mapping.</p> <ul style="list-style-type: none"> B. B. Provide evidence-based practices, services and interventions that meet the identified social-emotional and mental health needs and strengthen development of social emotional competencies across PPSD's students, families, staff, and schools; including identified students who fall into the category of uninsured or under-insured. C. C. Provide completed and up-to-date service delivery and implementation protocols for each proposed evidence-based practice and/or intervention (see Appendix B). D. Management of resources needed to effectively implement evidence-based interventions and service coordination (i.e. coordinators, staff, materials, technology, etc.). E. E. Evaluation and progress monitoring of services and programs delivered. F. F. Arrangement of financing for proposed services beyond what PPSD may be able to offer, and leveraging additional grant dollars and in-kind resources for programming and coordination of services. G. G. Resource mapping and coordination of neighborhood/community supports and services. <p>If a vendor is selected as a Qualified Provider and services proposed result in an agreement to develop a contract, partners and PPSD will engage in performance based contracting. Performance based contracting is specific to the scope of the contracted work and will address baseline data, need, performance measures and monitoring.</p>
<p>What are the current entrance and exit criteria for students to qualify for services?</p>	<p>This is based on proposed services and interventions and should be provided in vendor proposals.</p> <p><i>Exit Criteria specific to the SBMH Counseling Intervention Protocol as noted in the RFQ states:</i></p>

	<p><i>Exit Criteria that supports successful outcomes for students' social-emotional development, mental health and continuous learning and engagement includes:</i></p> <p><i>a. Growth and maintenance of targeted social-emotional skills as identified on universal screeners and SEL assessment tools (i.e. BIMAS-SEL, BIMAS-Negative Affect domain, Social Emotional Competence Assessment (SECA), SEL skills rubric, etc.).</i></p> <p><i>b. Increased overall functioning and engagement, and results of evidence-based mental health screeners/assessment tools falling within the non-clinical range.</i></p>
<p>a. Can the District provide a copy of the Request for Assistance from Student Support Team Protocol referenced on page 9?</p> <p>b. Can the District provide a copy of the Community Partner Referral & Service Logs referenced on page 9?</p>	<p>This will be reviewed following the RFQ process with selected qualified partners who will engage in this process with school-based student support teams.</p>
<p>What type of training and professional development opportunities are currently offered to District staff?</p> <p>a. Are these trainings hosted by the District or community partners?</p> <p>b. If community partners, please list the names of each company.</p>	<p>The district works with an ever changing constellation of vendors and community partners through existing methods of contracting, purchasing and partnerships across a variety of training areas. This RFQ is an effort to streamline that process and better understand indirect and direct services (including training opportunities) offered across the community related to mental health, endorsed treatment modalities, and social emotional development.</p>
<p>Can a firm just propose for one area, for example, Indirect Service delivery or does a proposing firm need to be able to do direct, indirect and mental health services?</p>	<p>A proposal can be submitted for just indirect service delivery, and overall for only one type of service and/or service delivery.</p>
<p>Is there any guidance on in-person versus remote for work that is in the indirect service category?</p>	<p>The mode of delivery can be presented through vendor proposals through background information and previous experience as well as description of implementation.</p>

Is there a minimum score required on this RFQ to be considered a Qualified Provider?	The maximum number of points scored is 100. The threshold to advance to cost proposal review is 75 points. Proposals scoring below 75 points will be deemed technically unacceptable and will not be considered in the cost proposal review.
Can you tell me if PPSD will be honoring federally approved indirect rates? If not, what is the cap?	If a vendor is selected as a Qualified Provider and services proposed result in an agreement to develop a contract-- PPSD will honor federally approved indirect cost rates.
Do respondents have to commit to providing one, more than one, or all modalities (DBT, MI, CBT, SFBT)?	No. These are listed as commonly used, widely applicable, evidence based modalities used in school settings that PPSD endorses and that partners do not need to complete a protocol for.
Under Proposal Requirements #6 it says to complete Appendix B and/or C as appropriate. When should respondents initial PPSD's School-Based Mental Health Counseling Standard Protocol, versus completing the Implementation Protocol Template?	<p>Please submit the Implementation Protocol in Appendix B for each intervention proposed if there are additional services-interventions being proposed beyond school-based mental health counseling intervention.</p> <p><i>Please provide a completed Implementation Protocol Template (Appendix B) for each evidence-based practice and/or intervention your organization is proposing for implementation and service delivery <u>and/or</u></i></p> <p><i>c. If applicable, please acknowledge and provide an initialed copy of the PPSD-developed School-Based Mental Health Counseling Intervention Protocol (Appendix C).</i></p>
Should respondents consider a one year the potential start of contracts for the FY25 in September '24 and end in August '25?	<p>Please provide a budget detail sheet and narrative that includes a breakdown and description of costs associated with all aspects of effective implementation. This can be presented in any format that best fits the proposed service(s).</p> <p>Vendors will be notified if they are selected as qualified community partners by Thursday, March 28, 2024 and further planning will commence.</p>
Is it accurate that this RFQ is to create an inventory of Partners/Providers that <i>could</i> be available for schools	Partners will be selected as Qualified Providers and work with the Department of SEL and Mental

to select and contract with for these services and therefore it is possible that Partner/Provider agencies could be awarded through this RFQ and not ever be selected by school to engage in work?	Health to coordinate with departments and schools based on identified need and fit of proposed services on a continuous basis.
Is there an expectation of a minimum number of schools served by a Partner/Provider?	The capacity of the agency to effectively service indicated populations with proposed services should be demonstrated in proposals.
How will contracting/funding be coordinated when a Partner/Provider is selected by a school? Will agencies contract directly with each school or with PPSD? Who will be the main point of contact?	Partners will be selected as Qualified Providers and work with the Department of SEL and Mental Health to coordinate with departments and schools. This will be led by the Department and the School-Based Mental Health Manager.
Please clarify timelines for service delivery for these services. How soon following award can a Provider/Partner expect to be included in the inventory of resources/services and therefore potentially be engaged in services?	Vendors will be notified if they are selected as qualified community partners by Thursday, March 28, 2024 and further planning will commence.
Is there funding dedicated by PPSD for these services? Does funding end in 2025 or is this meant to continue the momentum from Project Aware (2018-2023) and School-Based Mental Health Services (2020-2025) beyond 2025?	The PPSD is large, and there are always a number of efforts occurring in a variety of departments to secure additional funding and support sustainability of current grant initiatives. PPSD has both current grant funded initiatives and are actively seeking out/applying to other funding sources while also looking to collaborate with partners who have the capacity to provide school-based mental health and social emotional services and supports to establish sustainable structures across settings.
Are district student support teams and school support teams already configured, or would they be configured specifically for this project?	PPSD has been engaging in establishing Student Support Teams through Project AWARE and SBMH Grant at various schools, and now has an updated MTSS policy with district support of continuous improvement and advancement of Student Support Teams across all schools.