

	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 seeki

- funding, and engage in resource mapping.
- 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.

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.

What are the current entrance and exit criteria for students to qualify for services?

This is based on proposed services and interventions and should be provided in vendor proposals.

Exit Criteria specific to the SBMH Counselin[nd

	<p>Exit Criteria that supports successful outcomes students' social-emotional development, mental health and continuous learning and engagement includes:</p> <p>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.).</p> <p>b. Increased overall functioning and engagement, and results of evidence-based mental health screeners/assessment tools falling within the nonclinical range.</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</p>	

<p>Is there a minimum score required on this RFQ to be considered a Qualified Provider?</p>	<p>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.</p>
<p>Can you tell me if PPSD will be honoring federally approved indirect rates? If not, what is the cap?</p>	<p>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.</p>
<p>Do respondents have to commit to providing one, more than one, or all modalities (DBT, MI, CBT, SFBT)?</p>	<p>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.</p>
<p>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>	<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>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></p> <p>c. If applicable, please acknowledge and provide an initialed copy of the PPSD-developed School-Based Mental Health Counseling Intervention Protocol (Appendix C).</p>
<p>Should respondents consider a one year the potential start of contracts for the FY25 in September '24 and end in August '25?</p>	<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>
<p>Is it accurate that this RFQ is to create an inventory of Partners/Providers that could be available for schools</p>	<p>Partners will be selected as Qualified Providers and work with the Department of SEL and Mental</p>

to select and contract with for these services and