

REQUEST FOR QUALIFICATIONS

Instructions

Notice to Vendors
General Terms

1. Providence Public Schools reserves the right to award the contract on the basis of the lowest responsible evaluated bid proposal.
2. In determining the lowest responsive evaluated bid proposal, cash discounts based on preferable payment terms will not be considered.
3. No proposal will be accepted if it is made in collusion with any other responder.
4. Providence Public Schools reserves the right to award to a single vendor, to split the award between multiple vendors and to reject any and all proposals. Unless otherwise specified, Providence Public Schools reserves the right to make the award by item or items or by total as may be in its best interest.
5. As Providence Public Schools is exempt from the payment of Federal Excise Taxes and Rhode Island Sales Tax, prices quoted are not to include these taxes.
6. In case of error in the extension of prices quoted, the unit price will govern. In the event there is a discrepancy between the unit price and the extension of prices, the unit price will govern. (RFI 21-001-000)

Providence Public School District

REQUEST FOR QUALIFICATIONS

RFQ Title:

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

SUMMARY: The Providence Public School Department issues this Request for Qualifications (RFQ) from qualifying organizations and community partners to support the advancement of Integrated Student Support Teams across Providence Public Schools and expand capacity within the district to effectively deliver and sustain integrated social-emotional, behavioral and mental health services to our students, families, staff, schools and communities within a Multi-Tiered System of Supports (MTSS) framework.

This request for Partners and Service Providers will result in 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.

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I. BACKGROUND

PPSD's Social-Emotional Learning and Mental Health Department are eager to support the continued progression and momentum of social-emotional learning (SEL) and mental health awareness, enhanced SEL and Mental Health literacy, and student and family access to a continuum of social-emotional and mental health services established through the 2018-2023 Project AWARE grant and the 2020-2025 School-Based Mental Health Services grant agreements in partnership with the Rhode Island Department of Education (RIDE) and various community partners. A new opportunity and partnership with Bradley Hospital was established this past year as well, and we look forward to continuing to build secure relationships with partners that will greatly benefit Providence youth, families, staff and schools.

PPSD's Social-Emotional Learning and Mental Health Department is committed to continuing to
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II. SCOPE OF WORK AND KEY DELIVERABLES

Those selected as Community Partners and Service Providers will be committed to the goals of

Indirect Service Delivery includes the following:

Consistent consultation & collaboration with district and school-level student support teams.

Planning, review, and evaluation meetings scheduled by the PPSD SEL & Mental Health Department in coordination with consultants/partners to collaborate on implementation and continued improvement of school-based mental health services and processes.

Time dedicated to being a member of school-based student support teams (when applicable) to support effective and informed decision-making and individualized planning.

Continuous development of intervention/service inventory and resource map for Providence and individual neighborhoods and schools to guide integrated student support teams and alignment of services to need.

Continued collaboration on developing and implementing service delivery and implementation protocols that include entrance and exit criteria for identified and proposed practices, interventions and supports.

Consultation and collaboration on building a system for billing Medicaid for school-based health services & leverage increased funding for school-based services.

Completion of Progress Report and Performance Metrics.

Provide professional development and potential opportunities to provide train-the-trainer model for PPSD staff on identified and/or proposed evidence-based services and interventions.

Direct Service Delivery includes the following:

In collaboration with school-based student support teams, implement proposed evidence-based practices, services, and/or 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.

Use of evidence-based Screener & Assessment tools to effectively identify targeted goals and appropriate intervention/service (including appropriate level of care, intensity, etc.) and monitor progress of social-emotional skill development.

Coordination of additional and/or appropriate resources and neighborhood/community supports and services aligned to needs of student and family.

Commitment to receiving referrals only from Student Support Teams in efforts to maintain and strengthen MTSS systems and practices and follow the developed *Request for Assistance from Student Support Team Protocol*. Through this process, Integrated Student Support Teams will determine appropriate referrals to aligned services provided by Community Partners and agency staff will complete *Community Partner Referral & Service Logs* for each school serviced.

Coordination with school-based student support teams in ensuring:

Independent Contractor

VI. EVALUATION OF PROPOSALS & SELECTION PROCEDURES

The evaluation criteria includes point values that have been assigned to the required elements of the proposal listed in the above “Proposal Requirements” section of this RFQ. A selection committee will evaluate submitted proposals based on the evaluation criteria listed below:

Criteria	Possible Points
Bid Form 1 & Cover Letter signed by authorized agent	0 Points <i>*Required</i>
Executive Summary	0 -10 points

BID FORM 1: BIDDER INFORMATION

Agrees to Bid on:

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

DATE AND TIME TO BE OPENED: Monday, March 18, 2024 at 1:00pm

APPENDIX A: COVER SHEET

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

Community Partner/Organization Information	
Name of Organization	
Contact Person	
Contact Person Title	
Email of Contact Person	
Phone Number	
Street Address, City, State, Zip	
Type of Entity	For-profit (<i>please attach documentation</i>) Nonprofit
W-9	<i>Please attach</i>
Proposed Services	

Type of Services and Level(s) of Support (please check all that apply)

Consultation

IMPLEMENTATION REQUIREMENTS & RESOURCES	
Consent, Assent, Notifications	
Location/Setting	
Frequency, Intensity & Duration	<i>How often (weekly, bi-weekly, etc.), for how long each time, and for what duration/# of sessions before review of progress is necessary to determine effectiveness and next steps:</i>
Materials & Resources	<i>Training and Implementation Materials & Resources Needed Include:</i>
Training	<i>Training type, location, mode, duration, certification application, renewals, sustainability, etc.</i>
Required Qualifications of Service Provider	
Role(s) of Provider	
Alternative/Additional Providers (if applicable)	

Tier 3 Level of Support--in addition to Tier 2 supports, the frequency and intensity of school-based mental health counseling and services will be aligned to the identified needs, individualized goals, and desired outcomes developed by the Student Support Team and documented on a Student Support Plan. Progress should be reviewed and plans updated accordingly every 6-8 weeks (or sooner as determined by the team).

Materials & Resources

Training and Implementation Materials & Resources Needed Include:

Qualified Mental Health Service Provider

Appropriate and confidential space and furniture that can accommodate small group and/or individual intervention sessions

Training & Implementation Manuals, Books and/or Materials /TT3 1 C2_gnn.2 (:).7 (t)-4.6 (i)

IMPLEMENTATION STEPS

Entry Criteria

Through consistent school-wide Student Support Team & Request for Assistance processes and data routines, students who meet one or more of the following criteria will be identified as appropriate for this intervention:

- a. At-risk for making and maintaining growth across social-emotional development as identified through universal screening and assessment, student outcomes data, social-determinants of health, etc. Including, but not limited to: BIMAS-SEL, BIMAS-Negative Affect domain, Social Emotional Competence Assessment (SECA), SEL skills rubric, behavior incidents, nurse and/or school counselor visits, social-determinants of health screening, protective & risk factors assessment, etc.
- b. Experiencing emotional distress and accompanying symptoms and behaviors that are significantly impacting their overall functioning as identified through above-mentioned screening, assessment and reports as well as meeting cut off criteria for clinical significance on evidence-based mental health screeners/assessment tools.

Pre-Implementation Steps

1. Identify groups of students with similar needs and determine intervention groups based on: type of challenge, social-emotional skill, symptoms, intensity of need and growth, developmental level/needs, etc.
2. Identify individual students who require a more intensive and individualized approach to counseling to reduce distress/symptoms and ensure optimal social-emotional skill development and growth.
3. Identify and assign Case Manager and Service Provider/Interventionist responsible for implementing group and/or individualized school-based mental health counseling intervention(s).
4. Notify Parent/Guardian(s) of intervention/support plan and obtain written consent.
5. For community partner referrals, parent/guardian and student complete intake process with agency referred to.
6. Complete additional evidence-based screenings and assessment as needed to support targeted approach and goal development.
7. Develop a Student Support Plan that includes counseling intervention goals, desired outcomes, approach and schedule, duration and frequency, and progress monitoring tool(s) based on the endorsed evidence-based treatment modalities.
8. Develop a schedule by collaboratively determining an appropriate location and the best time for delivery of the counseling sessions to ensure fidelity and effectiveness of the plan (i.e. rotating schedule, intervention block, lunchtime, before/after school, etc.).
9. Review plan and schedule with student(s), teachers, and any other appropriate team members needed to effectively implement service.

	<ol style="list-style-type: none"> a. Cognitive-Behavioral Therapy (CBT) b. Solution-Focused Brief Therapy (SFBT) c. Motivational Interviewing (MI) d. Dialectical Behavioral Therapy (DBT) <ol style="list-style-type: none"> 2. Support coordination and alignment of appropriate resources and neighborhood/community supports and services aligned to identified goals and needs of the student and their family. 3. Provide a range of useful skill variations. 4. Provide opportunities for generalization and direct instruction across targeted educational settings (if applicable). 5. Engage in continuous communication with teachers, applicable staff, parents/guardians, and outside providers (when applicable). 6. Determine and communicate how teacher(s)/staff/caregiver(s) can encourage and reinforce use of skills and ways to participate (i.e. homework). 7. Monitor progress and adjust strategies and supports as necessary; ensuring continuous alignment to goals and support plan.
Progress Monitoring & Evaluation of Effectiveness	<p>Review Progress Monitoring of individualized goals, targeted skill development, rate of growth, symptom reduction, and overall functioning at scheduled Student Support Team Review Meetings every 6-12 weeks (or as needed). The team will utilize the listed data and information to:</p> <ol style="list-style-type: none"> 1. Evaluate effectiveness of school-based mental health counseling 2. Drive continuous decision-making and service delivery aligned to level of support and appropriate intervention(s) needed
Exit Criteria	<p>Exit Criteria that supports successful outcomes for students' social-emotional development, mental health and continuous learning and engagement includes:</p> <ol style="list-style-type: none"> 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.). b. Increased overall functioning and engagement, and results of evidence-based mental health screeners/assessment tools falling within the non-clinical range.

***RFP-Community Partner/Organization Acknowledgement of Protocol**

This protocol has been developed to guide consistent implementation of evidence-based mental health counseling interventions delivered in PPSD by all qualified school-based mental health professionals; including school-employed and school-based community mental health professionals.

By checking this box the Community Partner/Organization acknowledges and commits to the requirements outlined here in *PPSD's School-Based Mental Health Counseling Intervention Protocol*

Initial: _____ **Date:** _____