

Request for Proposal No. 2021-06

Addendum 01 – Q&A

This document is posted to capture the questions received, and agency answers provided, during the question and answer period of RFP No. 2021-06, issued October 19, 2020.

All amendments, addenda, and notifications related to this procurement will be posted on the [OSPI website](#) (if this was an open procurement) and on the Washington Electronic Business Solution ([WEBS](#)) website. Additional questions concerning this procurement must be submitted to contracts@K12.wa.us. Communication directed to other parties will be considered unofficial and non-binding on OSPI, and may result in disqualification of the Consultant.

1. **Question:** The RFP specifies that the scope of work will include development of multiple data collection tools (e.g., forms/surveys). Given that there was a recent evaluation of Project AWARE in three other WA school districts, to what extent have these tools already been developed, and will they be made available for use in this evaluation?

Answer: The tools from the last Project AWARE grant may be used again for this project, but will likely need to be updated to reflect the new project goals and reporting requirements.

2. **Question:** Is there an existing data collection software/system (database) currently being utilized for Project AWARE data collection and will the contractor be allowed to utilize this system, or will the contractor be required to develop a new data collection system?

Answer: There is not a current state-level data collection system specifically for Project AWARE. Data for the evaluation will come from several sources and will need to be made accessible through a single platform or service, developed by the Contractor.

3. **Question:** Is there a specific system the contractor will be required to integrate with? If not, is there a preferred system/database that program staff and local grantees are familiar with?

Answer: Evaluators for other projects have successfully used Tableau for sharing data that is housed in several databases. We do not have a preferences for the database or system to be used.

4. **Question:** Page 33 of the RFP says

B. Payment shall be made to the Contractor as follows:

Periodically in the form of progress payments in the amounts and for the stages of partial performance set forth below: [Schedule of payments may be included here.] or Periodically based on invoices submitted by the Contractor for actual costs incurred to date based on receipts or other documentation.



I'm wondering if the contractor can propose either a cost reimbursement contract or a fixed fee contract as 'progress payment' approach seems to imply.

1. Can we propose a fixed fee contract and specify a schedule of payments by deliverable, rather than a cost reimbursement contract?
2. If a cost reimbursement contract is required, is there an approach that would allow a business to be reimbursed for all indirect costs (for example, could we allocate a portion of our rent to this project and list it as a direct project cost?)
3. If a cost reimbursement contract is required, could we use our federally approved indirect cost rate?

Answer: A fixed fee contract that specifies a schedule of payments by deliverable (also known as a performance-based contract) the state's preferred method of payment.

5. **Question:** In preparation of our response to the above named RFP, I am seeking a copy of the submitted/awarded grant application.

Answer: Our federal grant project officer has given OSPI permission to share the following. This information can also be found on the [US Department of Health & Human Services website](#).

The Washington State Office of the Superintendent of Public Instruction's "Beyond Co-Location: Integrating and Embedding Education and Mental Health Systems" address the Project AWARE initiative by building collaborative partnerships between state and local systems to promote the healthy development of school-aged youth and to prevent youth violence through an integrated multi-tiered system of support (MTSS) framework. The population served through this initiative is K-12 students and school staff in the Sunnyside, Wahluke, and Yakima School Districts located in central Washington. These districts are some of the most diverse in the state, with high rates of poverty and students identified as English language learners. Data also indicate considerable mental health related issues, including 30 percent to 43 percent of youth across the three districts reporting current depression and 18 percent to 22 percent having contemplated suicide in the past year (HYS, 2018). In addition to state level efforts to integrate state mental health and MTSS initiatives, develop a sustainable regional mental health support network, and document practices that are scalable to apply to other regions in Washington State; the specific goals of the proposed project are to: 1. Increase awareness of mental health issues among school-aged youth; 2. Train school personnel and other adults who interact with school-aged youth to detect and respond to mental health issues; and, 3. Connect school-aged youth who may have behavioral health issues and their families to needed services. Utilizing the core feature of the MTSS framework, project activities will be implemented through one system that establishes and leverages key partners and stakeholders. The SHAPE system and other data sources will be used to identify school mental health (SMH) needs. Teams will also conduct a needs assessment to identify SMH needs, resource mapping, and literacy activities for school staff, including trainings in Youth Mental Health First Aid and Sources of Strength. Through the school-based MTSS Integrated Systems Framework teaming process, community-based mental health (MH) providers and school employees will

function collaboratively to assess, refer, triage, case manage, and monitor student progress. School staff will be responsible for the delivery of Tier 2 services, in consultation with MH providers. For Tier 3 services, community-based MH providers will be embedded into the school system to deliver SMH services that are culturally and developmentally appropriate and evidence-based. To meet project goals, objectives will be to measure student level indicators such as absenteeism, suspension/expulsion, and student engagement; as well as the number of school buildings with established MTSS teams utilizing the SHAPE System, the number of social emotional learning professional development opportunities offered, and the number of school and community partners participating in mental health prevention and awareness trainings. Across the three districts, the project will serve nearly 26,000 school-aged children and their families and over 3,000 school staff; thus, reaching an estimated 60,000 persons each year, with nearly 72,000 persons engaged by the end of the grant.

No questions or responses included in this document require any changes to the solicitation document; this document stands alone.