



Solicitation Information
1/22/2015

RFP# 7549292

TITLE: Rhode Island Student Assistance Services

Submission Deadline: February 27, 2015 at 10:00 AM (Eastern Time)

PRE-BID/ PROPOSAL CONFERENCE: No
MANDATORY:

If YES, any Vendor who intends to submit a bid proposal in response to this solicitation must have its designated representative attend the mandatory Pre-Bid/ Proposal Conference. The representative must register at the Pre-Bid/ Proposal Conference and disclose the identity of the vendor whom he/she represents. A vendor's failure to attend and register at the mandatory Pre-Bid/ Proposal Conference shall result in disqualification of the vendor's bid proposals as non-responsive to the solicitation.

DATE:

LOCATION:

Questions concerning this solicitation must be received by the Division of Purchases at david.francis@purchasing.ri.gov no later than **January 30, 2015 at 10:00 AM (ET)**. Questions should be submitted in a *Microsoft Word attachment*. Please reference the RFP# on all correspondence. Questions received, if any, will be posted on the Internet as an addendum to this solicitation. It is the responsibility of all interested parties to download this information.

SURETY REQUIRED: NO

BOND REQUIRED: NO

David J. Francis
Interdepartmental Project Manager

Applicants must register on-line at the State Purchasing Website at www.purchasing.ri.gov

Note to Applicants:

Offers received without the entire completed three-page RIVIP Generated Bidder Certification Form attached may result in disqualification.

THIS PAGE IS NOT A BIDDER CERTIFICATION FORM

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SECTION 1: INTRODUCTION

The Rhode Island Department of Administration/Division of Purchases, on behalf of the Rhode Island Department of Behavioral Healthcare, Developmental Disabilities and Hospitals (BHDDH), is soliciting proposals from qualified firms to provide Student Assistance Services for students ages 12-18 as described elsewhere herein in accordance with the terms of this Request for Proposals and the State's General Conditions of Purchase, which may be obtained at the Rhode Island Division of Purchases Home Page by Internet at www.purchasing.ri.us.

The initial contract period will begin approximately September 1, 2015 for one year. Contracts may be renewed for up to four additional 12-month periods based on vendor performance and the availability of funds.

This is a Request for Proposals, not an Invitation for Bid. Responses will be evaluated on the basis of the relative merits of the proposal, in addition to price; there will be no public opening and reading of responses received by the Division of Purchases pursuant to this Request, other than to name those offerors who have submitted proposals.

INSTRUCTIONS AND NOTIFICATIONS TO OFFERORS:

1. Potential vendors are advised to review all sections of this RFP carefully and to follow instructions completely, as failure to make a complete submission as described elsewhere herein may result in rejection of the proposal.
2. Alternative approaches and/or methodologies to accomplish the desired or intended results of this procurement are solicited. However, proposals which depart from or materially alter the terms, requirements, or scope of work defined by this RFP will be rejected as being non-responsive.
3. All costs associated with developing or submitting a proposal in response to this RFP, or to provide oral or written clarification of its content shall be borne by the vendor. The State assumes no responsibility for these costs.
4. Proposals are considered to be irrevocable for a period of not less than 120 days following the opening date, and may not be withdrawn, except with the express written permission of the State Purchasing Agent.
5. All pricing submitted will be considered to be firm and fixed unless otherwise indicated herein.
6. Proposals misdirected to other state locations, or which are otherwise not present in the Division at the time of opening for any cause will be determined to be late and will not be considered. For the purposes of this requirement, the official time and date shall be that of the time clock in the reception area of the Division.
7. It is intended that an award pursuant to this RFP will be made to a prime vendor, or prime vendors in the various categories, who will assume responsibility for all

aspects of the work. Joint venture and cooperative proposals will not be considered. Subcontracts are permitted, provided that their use is clearly indicated in the vendor's proposal and the subcontractor(s) to be used is identified in the proposal.

8. All proposals should include the vendor's FEIN or Social Security number as evidenced by a W9, downloadable from the Division's website at www.purchasing.ri.gov.
9. The purchase of services under an award made pursuant to this RFP will be contingent on the availability of funds.
10. Vendors are advised that all materials submitted to the State for consideration in response to this RFP will be considered to be Public Records as defined in Title 38, Chapter 2 of the General Laws of Rhode Island, without exception, and will be released for inspection immediately upon request once an award has been made.
11. Interested parties are instructed to peruse the Division of Purchases website on a regular basis, as additional information relating to this solicitation may be released in the form of an addendum to this RFP.
12. Equal Employment Opportunity (G.L. 1956 § 28-5.1-1, et seq.) – § 28-5.1-1 Declaration of policy – (a) Equal opportunity and affirmative action toward its achievement is the policy of all units of Rhode Island state government, including all public and quasi-public agencies, commissions, boards and authorities, and in the classified, unclassified, and non-classified services of state employment. This policy applies to all areas where State dollars are spent, in employment, public services, grants and financial assistance, and in state licensing and regulation.
13. In accordance with Title 7, Chapter 1.2 of the General Laws of Rhode Island, no foreign corporation, a corporation without a Rhode Island business address, shall have the right to transact business in the State until it shall have procured a Certificate of Authority to do so from the Rhode Island Secretary of State (401-222-3040). This is a requirement only of the successful vendor(s).
14. The vendor should be aware of the State's Minority Business Enterprise (MBE) requirements, which address the State's goal of ten percent (10%) participation by MBE's in all State procurements. For further information visit the website www.mbe.ri.gov
15. Under HIPAA, a "business associate" is a person or entity, other than a member of the workforce of a HIPAA covered entity, who performs functions or activities on behalf of, or provides certain services to, a HIPAA covered entity that involves access by the business associate to HIPAA protected health information. A "business associate" also is a subcontractor that creates, receives, maintains, or transmits HIPAA protected health information on behalf of another business associate. The HIPAA rules generally require that HIPAA covered entities and business associates enter into contracts with their business associates to ensure that the business associates will appropriately safeguard HIPAA protected health information. Therefore, if a Contractor qualifies as a business associate, it will be required to sign a HIPAA business associate agreement

16. In order to perform the contemplated services related to the Rhode Island Health Benefits Exchange (HealthSourceRI), the vendor hereby certifies that it is an “eligible entity,” as defined by 45 C.F.R. § 155.110, in order to carry out one or more of the responsibilities of a health insurance exchange. The vendor agrees to indemnify and hold the State of Rhode Island harmless for all expenses that are deemed to be unallowable by the Federal government because it is determined that the vendor is not an “eligible entity,” as defined by 45 C.F.R. § 155.110.

SECTION 2: BACKGROUND

The mission of the Department of Behavioral Healthcare, Developmental Disabilities and Hospitals (BHDDH) is to secure access to quality services and supports for Rhode Islanders with developmental disabilities, mental health and substance abuse issues and chronic long-term medical and psychiatric conditions.

With this solicitation, the Department seeks to attain two overarching goals:

- 1) to identify individuals ages 12-18 who are exposed to risks or experiencing early symptoms that increase the potential that they will use or misuse alcohol and/or other substances as described in *Preventing Mental, Emotional, and Behavioral Disorders Among Young People: Progress and Possibilities* (Mary Ellen O'Connell, Thomas Boat, and Kenneth E. Warner, Editors; Committee on the Prevention of Mental Disorders and Substance Abuse Among Children, Youth and Young Adults: Research Advances and Promising Interventions; Institute of Medicine; National Research Council; 2009); and the prevention of substance abuse and mental illness as described in *Leading Change: A Plan for SAMHSA's Roles and Actions 2011 - 2014*, (Substance Abuse and Mental Health Services Administration, 2011); and
- 2) to take action prior to there being a diagnosable substance use disorder as successful screening and preventative interventions can reduce diagnosable disorders that require treatment.

This grant solicitation will provide an opportunity to identify and refer individuals ages 12-18 who are at risk or exhibiting early symptoms that increase the potential that they will use or misuse alcohol or other substances, to reduce the incidence of alcohol or other substance misuse, to prevent and mitigate the harm caused by underage drinking and other substance misuse, and to increase likelihood of persistence to graduation and reduce the likelihood of anti-social behaviors.

Problem Description:

Behavioral health problems, including those associated with substance abuse, mental illness, and developmental disabilities contribute significantly to the burden of disease worldwide. In the United States, millions of adolescents experience behavioral health problems. According to the 2013 National Survey on Drug Use and Health (NSDUH), 2.2 million adolescents age 12-17 (8.8%) reported being current illicit drug users. In addition, 11.6% of adolescents age 12-17 reported current alcohol use; 6.2% reported past month binge drinking; 7.1% reported being current users of marijuana; and 2.2% report nonmedical use of prescription-type drugs.

For Rhode Island, results from the 2009, 2011 and 2013 Youth Risk Behavior Survey (YRBS) reflect a decline in adolescent alcohol use. Results from the 2013 YRBS show past month use of alcohol at 30.9% and past month binge-drinking at 20%. These rates are similar to those of other northeastern states and

lower than the national average. However, 2013 YRBS Survey data also show past month use of marijuana by Rhode Island adolescents at 23.9%, exceeding both regional and national rates. Adolescent use of alcohol, marijuana and other drugs continues to represent a significant threat to the health and well-being of adolescents, contributing to long-term addiction, school failure and accidental injuries.

Rhode Island has made considerable progress in reducing underage alcohol use due to the implementation of a comprehensive set of prevention interventions consistent with the Institute of Medicine's (IOM) prevention model and the federal Center for Substance Abuse Prevention's (CSAP) six prevention strategies: information dissemination, education, alternatives, problem identification and referral, community based process and environmental change strategies. RI seeks to design and implement a comprehensive set of interventions to address the risk and protective factors that have been shown to be associated with negative behavioral health outcomes, including substance abuse. In addition to building the capacity of communities to plan and implement comprehensive prevention interventions, a critical component of the State's prevention infrastructure is collaboration with schools and implementation of evidence-based prevention intervention(s) in the school environment.

To date, RI has utilized the student assistance program to implement early identification and referral interventions within middle, junior and high schools throughout the State. These services were based on the Westchester County student assistance model which originated in Westchester County, New York. The Westchester County student assistance program has now expanded the scope of the intervention and has been renamed as Project SUCCESS (Schools Using Coordinated Community Efforts to Strengthen Students). Project SUCCESS is a multi-component intervention proven effective in reducing substance use and misuse and addressing risk factors associated with such behavior. Project SUCCESS is an evidence-based program and listed on the National Registry of Evidence-based Programs and Practices (<http://nrepp.samhsa.gov>)

Project SUCCESS is based on several proven prevention strategies including increasing perception of risk or harm; changing adolescent norms and substance use expectancies; building and enhancing social and resistance skills; changing community norms related to substance use; and, fostering and enhancing resiliency and protective factors, especially among high-risk youth.

The Department is seeking to fund one or more qualified vendors to implement on-site, school-based prevention/early intervention services which provide assessments, early intervention, support activities and referral to specialty services, as required. In furtherance of this objective, the Department is soliciting proposals from qualified firms to implement Project SUCCESS in regular middle, junior and/or high schools and/or alternative schools covering the same grades.

The Department selected this particular substance abuse prevention intervention for three reasons:

- 1) It targets risk or protective factors related to multiple behavioral health outcomes and has the potential to improve outcomes not just for substance abuse but also for various mental health conditions;
- 2) It combines a set of strategies across all three target populations established by the Institute of Medicine (universal, selective and indicated);
- 3) It builds on existing infrastructure first established by the Rhode Island General Assembly and now sustained under federal block grant dollars.

These services are being sought in accordance with the terms of this solicitation, and the State's General Conditions of Purchase (available at www.purchasing.ri.gov).

SECTION 3: SCOPE OF WORK

General Scope of Work

The purposes of work under this RFP is to identify and refer individuals ages 12-18 who are at risk or exhibiting early symptoms that increase the potential that they will use or misuse alcohol or other substances, reduce the incidence of alcohol or other substance misuse, and prevent and mitigate the harm caused by underage drinking and other substance misuse. Applicants are required to use the Project SUCCESS model as described in the Substance Abuse Mental Health Services Administration's National Registry of Evidence-based Programs and Practices. A detailed description of Project SUCCESS is available at: <http://nrepp.samhsa.gov/ViewIntervention.aspx?id=71>.

Specific Activities / Tasks

Project SUCCESS Implementation

The Project SUCCESS model is comprised of the following key components: Prevention Education Curriculum; Screening and Assessment for Services; Individual and Group Counseling; School wide Awareness Activities; and a Parent Program. At a minimum, the applicant will be required to deliver the following core services:

- Prevention Education Series (PES) - Provide a six to eight-session alcohol, tobacco and other drug program. The following topics are to be addressed:
 - Being an adolescent
 - Alcohol, tobacco and other drugs
 - Relationships: family and friends
 - Skills for coping

Learning objectives for adolescents associated with the PES are:

- Identify and resist pressures to use substances
- Correction of misperceptions about the prevalence and acceptability of substance use
- Identify negative consequences of substance use

Applicants may propose to use another evidence-based program that covers the same core content described by the program developers in their implementation manual. See Appendix I for description of covered content for the Prevention Education Series.

- Screening and Referral for Services - Complete a screening to identify the primary reason for referral. Students who require more intensive counseling or treatment will be referred to appropriate agencies or practitioners in the community.
- Individual and Group Counseling – Conduct time-limited individual and group counseling for youth following their participation in the eight-session prevention curriculum. Several types of group sessions are described in depth in the Project SUCCESS Implementation manual,

however, per the developer, the types of groups offered may be adapted based on the needs of the school and its students as not every group will be necessary, have the necessary threshold of attendees or conform to the timeframes of the academic year. Groups should be matched to students' motivation and readiness to change (e.g., Prochaska's Stages of Change Model). The developer indicates that there must be separate groups for those individuals who are non-users {e.g., students who have not initiated use of substances} and those students who may report use but have not received a diagnosis of a substance use disorder).

- School-wide Awareness Activities – Perform school-wide activities and distribute promotional materials, as approved by the school, to increase the perception of the harm of substance use; positively change social norms about substance use; and increase enforcement of and compliance with school policies and community laws. These strategies will also be directed to the community served by the target school(s). These school-wide activities can be customized to the school building and can include a range of activities not limited to: coordination of peer led student groups such as Students Against Destructive Decisions; sponsoring Red Ribbon week activities and speakers; participating on school wellness committees; reviewing school-based policies concerning substance use; and working with students on development of positive social norms campaigns to be implemented within the school. Per the developer, approximately 20% of the PSC's time should be in support of school-wide or environmental change efforts within the school(s).
- Parent Program- Provide education to parents including providing information concerning Project SUCCESS and its services, as well as current substance use trends within the school or community; and provide resources to parents to increase their knowledge, or that of their child, regarding the consequences of substance use, risk and protective factors for substance use for the purposes of increasing their child's ability to resist pressures to use alcohol and other drugs. Implementation of the Parent Program requires a minimum of two school-wide parent-focused education events during the academic year (such as an open house, PTO meetings, parent-teacher conferences or student orientation. In addition, the Project SUCCESS Counselor should periodically use the school's existing communication channels and tools to provide information about school and community resources.

Project SUCCESS has an implementation manual available for purchase. The successful applicant(s) will be required to use all fidelity and data collection tools provided in the implementation manual. Requests to adapt or modify those tools to fit within the culture and context of Rhode Island (RI) schools will be considered by BHDDH during post-award negotiation processes. BHDDH also will reserve the right to develop additional fidelity and data collection tools to augment those provided by the developer, especially for the parent engagement and school-wide environmental strategies. The outcome evaluation instrument required by BHDDH is described below at **Evaluation**. This instrument will be substituted for the outcome evaluation tool in the implementation manual.

BHDDH Additional Applicant Key Tasks, Activities and Capacities

In addition to delivering the core components with fidelity as described by Project SUCCESS developers, BHDDH also requires that the successful applicant(s) demonstrate the capacity to perform the following tasks related to successful delivery of the Project SUCCESS model within the state of Rhode Island.

- **Staffing and Supervision** – The developers of Project Success have set out specific capacity requirements for the Project SUCCESS counselors (PSCs). The PSC is responsible for implementing all aspects of the program within the building(s) to which they are assigned. Within the implementation manual, on page IN-9, the following requirements are identified:
 - Project SUCCESS Counselor (PSC)
 - Previous supervised counseling experience
 - ATOD prevention training
 - Knowledge of adolescent development
 - Minimum of bachelor’s degree; master’s degree preferred (BHHDH requires masters level PSCs)
 - Program supervision by supervisor having experience with behavioral health theory and best practices (see below)
 - Day- to-day administrative supervision by school principal(s)
 - Professional Behavioral Health Prevention Supervision
 - Minimum of bachelor’s degree; master’s degree preferred (BHHDH requires PSC’s and their supervisors to hold master’s degrees)
 - Meet with PSC at least two times monthly at the school for individual supervision
 - Meet with PSC at least two times monthly at the school for small group supervision
 - Periodic contact between supervisor and building principal
 - Additional Program Developer Recommendations
 - Offer professional development opportunities across Project SUCCESS (PS) sites (e.g., bring in a speaker on emerging substances; local service providers conducting in-service sessions regarding new programs)
 - Mid-terms are often a good time for professional development opportunities
 - Convene quarterly meetings of all PS sites with PSCs and supervisors

Evaluation- There are four sources of data that must be utilized to support evaluation of the performance and outcome measures:

- Rhode Island Student Survey (RISS)
- School Archival Data
- Project SUCCESS Monthly Activity Report forms
- Project SUCCESS Fidelity and Implementation Checklists

The RI Student Survey (RISS) must be conducted bi-annually. The RISS is an incidence and prevalence survey that has a history of use/support by State Educational Agencies and state substance abuse departments/offices. The survey is approved by the RI Department of Elementary and Secondary Education (RIDE). [Note: implementation of a school-based survey requires approval of the **local** educational agency (LEA). The Department is committed to working with the awardees to secure approval from the LEA and State Education Authority (SEA).] The selected school(s) must commit to conducting the survey. Once the survey period is started, the survey must be completed within 30 school days. The local education agency will determine the type of parental consent (active or passive) and whether or not participant assent is required. The awardee(s) must follow all consent and assent practices related to survey administration as established by the LEA.

The applicant may propose additional data collection instruments or processes but will be required to include those described above.

In addition, the successful applicant must ensure the following:

- **Cultural and Gender Competence** – Assure programming will be available and provided for cultural and linguistic minorities as well as special populations (e.g., LGBTQ, women, and veterans) with equity and without bias.
- **Accessibility** - Demonstrate accessibility for individuals with physical or other disabilities across all demographic categories.
- **Community Linkages** – Demonstrate linkages with appropriate community-based substance abuse prevention and mental health promotion agencies and groups, substance use disorder and mental illness treatment providers, intervention and referral agencies, self-help groups, and other entities that mutually serve the targeted student and parent/guardian population. The demonstration of this capacity is critical to the success of Project SUCCESS.

Deliverables and Reporting

- Data entry into the Mosaix IMPACT or other management information system utilized by the Department – no less frequently than every 30 days from the effective date of the contract (EDOC) to end of contract
- Monthly Reports will be required for the first six (6) months from EDOC and quarterly (90 days) thereafter in a format provided by BHDDH. An Annual Report that incorporates the required quarterly report will be submitted every 12 months EDOC, in a format provided by the Department. (In the first year of the contract the awardee(s) will submit six (6) monthly reports, one (1) quarterly report, and one (1) annual report. In all subsequent years the awardees will submit three (3) quarterly reports and one (1) annual report.)
- Draft Final Program Report – due 60 days prior to the end date of the final year of the contract in a format provided by the Department
- Final Program Report – due within 30 days of receiving comments from the Department on the Draft Final Report
- Monthly, Quarterly, Annual, and Final Program reports shall include:
 - The progress on identified objectives and work plan, along with any barriers to achieving goals and objectives;
 - Data collected on the following list of desired performance outcome measures:
- Invoicing/Billing is required. At a minimum invoicing should be submitted quarterly.

PERFORMANCE AND OUTCOME MEASURES

Measure Type	Primary Measure	Method	Time Line
Long Term Outcome 1	Decrease substance use and related problems school wide	RI Student Survey	Bi-Annually
Long Term Outcome 2	Increase in academic achievement school wide Increase in academic achievement for participants in group or individual counseling	RI Student Survey School Archival data	Bi-Annually Annually (end of academic year) for participants in group or individual counseling
Long Term Outcome 3	Decrease school related problems school wide (policy violations, bullying, interpersonal violence, absenteeism, truancy) Decrease school related problems for participants in group or individual counseling	RI Student Survey School Archival Data Annually (end of academic year) for participants in group or individual counseling	Bi-Annually Annually (end of academic year) for participants in group or individual counseling
Intermediate Outcome #1	Increase adolescent perception of risk or harm caused by alcohol, tobacco, marijuana, prescription drugs and over the counter medications school wide	RI Student Survey	Bi-Annually
Process Measure 1	Number of students who receive the Prevention Education Series during the reporting period school wide	IMPACT – Mosaix or other MIS Class evaluation (student) PES-64 Project SUCCESS Monthly statistical report AF-7	At the conclusion of each session
Process Measure 2	Number of student students completing screening process during the reporting period	IMPACT – Mosaix or other MIS Project SUCCESS (Student Assistance) Attendance list ASR-6)	Monthly
Process Measure 3	Number of students participating in individual counseling sessions during the reporting period	IMPACT – Mosaix or other MIS Project SUCCESS Monthly statistical report AF-6	Monthly
Process Measure 4	Number of students participating in group counseling sessions during the reporting period	IMPACT – Mosaix or other MIS Fidelity Checklist for Group (p. CS-17 to CS-27) Project SUCCESS Monthly statistical report	Monthly Fidelity check list at end of session

		AF-6	
Intermediate Outcome #2	Increase adolescent understanding of consequences of use of alcohol, tobacco, marijuana, prescription drugs and over-the-counter medications	RI Student Survey	Bi-Annually
Process Measure 1	Number of students receiving PES session Topic 2 – Alcohol, Tobacco and Other Drugs	IMPACT – Mosaix or other MIS (from attendance/rolls) Fidelity Checklist for PES PES-66	Monthly
Process Measure 2	Number of students participating in group counseling sessions (coverage of content in session)	IMPACT – Mosaix or other MIS Fidelity Checklist for Group (p. CS-17 to CS27)	Monthly Fidelity check list at end of session
Intermediate Outcome #3	Increase resistance and self-efficacy skills among adolescents	Fidelity Checklist for PES PES-70	Monthly
Process Measure 1	Number of students receiving PES session Topic 4 – Skills for Coping	IMPACT – Mosaix or other MIS (from attendance/rolls) Project SUCCESS Monthly statistical report AF-7	Monthly
Process Measure 2	Number of students participating in group counseling sessions (coverage of content in session)	IMPACT – Mosaix or other MIS Fidelity Checklist for Group (p. CS-17 to CS27) Project SUCCESS Monthly statistical report AF-6	Monthly Fidelity check list at end of session
Intermediate Outcome #4	Increase parental perception of risk or harm associated with youth substance use	IMPACT – Mosaix or other MIS	Monthly
Process Measure 1	Number of attendees at parent engagement activities (such as open houses, orientations, PTO meetings)	IMPACT – Mosaix or other MIS	Monthly
Process Measure 2	Reach of communications to parents/guardians about risk or harm associated with youth substance use; frequency of communications	IMPACT – Mosaix or other MIS From School listerv count or newsletter count	Monthly
Intermediate Outcome # 5	Promote non-use norms within the school community	IMPACT – Mosaix or other MIS Project Success Project SUCCESS Monthly statistical report AF-8-9	Monthly

SECTION 4: TECHNICAL PROPOSAL

Narrative and format: The separate technical proposal should address specifically each of the required elements:

1. Capability, Capacity and Qualifications of the Offeror

This section shall include the following information:

- A comprehensive listing of similar projects undertaken and/or similar clients served, including a brief description of the projects and any other prior experience implementing student assistance services, employee assistance services, or similar types of preventive interventions.
- A description of the business background of the applicant (and all subcontractors proposed), including a description of their financial position.

2. Work Plan/Approach

This section shall describe the applicant's understanding of the requirements of this request for proposals including the results intended and desired, the approach and/or methodology to be employed, and a work plan for accomplishing the results proposed. The work plan should address the core program components described under Scope of Work and implementation time line.

Prevention Education Series

If the applicant is proposing the substitution of another evidence based program for the Project SUCCESS Prevention Education Series (PES), it must specify the evidence-based program/curriculum that will be substituted, and "crosswalk" PES sessions with the other program/curriculum to ensure that all PES topics are covered by the other program/curriculum. Please identify the current source and duration of funding or support for the substitute program/curriculum as well as a plan to implement the Prevention Education Series in the event of discontinuation of funding/support for the substituted evidence-based program.

Referral

Describe the proposed process for referring students to specialized services as required. In addition, describe any existing or proposed protocols for referring a student back to the PSC after specialized services have been completed or for on-going service coordination and follow up.

School-Wide Awareness Activities

Describe proposed plan to provide school-based awareness activities and community activities consistent with Project SUCCESS requirements.

Parent Program

Describe proposed plan to provide a Parent Program consistent with Project SUCCESS requirements.

3. Staff Training Requirements and Supervision

This section must address specialized training proposed to ensure ongoing education for staff in addressing the goals of this request for proposals.

In the proposal, describe training key staff have received to date and if that training included the three-day Project SUCCESS training and subsequent “booster” trainings. Note the location, dates and length of training(s) and key staff in attendance.

If no key and/or supervisory staff has received Project SUCCESS training within the past two years, describe the plan for staff training, including for Project SUCCESS counselors and supervisory staff.

Include a plan for providing supervision to PSC’s. Describe the required qualifications for supervisory staff, and the frequency and type of supervisory sessions consistent with the required capacities described on page 9 of this solicitation.

4. Staff Qualifications

Include a description of all staff and/or subcontractors proposed to provide the required program services. The description must include a job description for each position outlining duties, responsibilities and concentration of effort (in number of hours/week) as well as resumes, curricula vitae, or statements of prior experience and qualifications of any known staff.

5. Service Location

In the proposal, identify the community or communities where Project SUCCESS will be implemented; and, if known, the school(s) and grade(s) that will receive services. If the participating school(s) is/are not known at the time of application, describe the rationale for the selection of schools(s) and grade(s).

If you are proposing to staff a school or schools at fewer than 1FTE PSC, explain the rationale for the staffing plan and how you will ensure that all required services are provided. Also describe how PSC’s will receive appropriate supervision.

Describe any cultural and/or linguistic adaptations which may be required based on the demographics of the community or communities you are proposing to serve.

6. Coordination with Community Prevention Coalitions

Describe any collaboration/coordination between your organization and community prevention coalitions (also known as “RISAPA Task Forces”) as well as how that collaboration/coordination has or may impact your organization/agency’s service delivery. Please include with the proposal a letter of support or Memorandum of Understanding (MOU) documenting current/proposed collaboration or coordination with the community prevention coalition(s) in the community or communities you are proposing to serve.

7. Data Collection and Evaluation Plan

Document your ability to collect and report on the required performance measures congruent with the evaluation requirements outlined on pages 10-13 of this solicitation. Describe the plan for collection, management and analysis of the data and how the data will be used to assess progress and improve management of the program services.

SECTION 5: COST PROPOSAL

Detailed Budget and Budget Narrative:

The applicant must submit a separate, sealed, annualized line item budget using **Appendix II: Budget Form**, reflecting costs to be charged to any resulting contract. The cost proposal must be accompanied by a **budget narrative describing calculations and justification for expenditures**. The budget narrative should also describe any anticipated program income, in-kind contributions, or complementary funding resources. Administrative funds should not be equal to more than 10% of the total value of the budget. If administrative funds are greater than 10%, please provide separate written justification.

SECTION 6: EVALUATION AND SELECTION

Proposals will be reviewed by a Technical Review Committee comprised of staff from state agencies. To advance to the Cost Evaluation phase, the Technical Proposal must receive a minimum of 60 (85.7%) out of a maximum of 70 technical points. Any technical proposals scoring less than 60 points will not have the cost component opened and evaluated. The proposal will be dropped from further consideration.

Proposals scoring 60 technical points or higher will be evaluated for cost and assigned up to a maximum of 30 points in cost category, bringing the potential maximum score to 100 points.

The Department of BHDDH reserves the exclusive right to select the individual(s) or firm (vendor) that it deems to be in its best interest to accomplish the project as specified herein; and conversely, reserves the right not to fund any proposal(s).

Proposals will be reviewed and scored based upon the following criteria:

Criteria	Possible Points
Capability, Capacity and Qualifications of the Offeror	20 Points
Quality of Work Plan and Approach	30 Points
Staff Qualifications	10 Points
Data Collection and Evaluation Plan	10 Points
Total Possible Technical Points	70 Points
Cost calculated as lowest responsive cost proposal divided by (this cost proposal) times 30 points *	30 Points
Total Possible Points	100 Points

*The Low bidder will receive one hundred percent (100%) of the available points for cost. All other bidders will be awarded cost points based upon the following formula:

$$(\text{low bid} / \text{vendors bid}) * \text{available points}$$

For example: If the low bidder (Vendor A) bids \$65,000 and Vendor B bids \$100,000 for monthly cost and service fee and the total points available are thirty (30), vendor B's cost points are calculated as follows:

$$\$65,000 / \$100,000 * 30 = 19.5$$

Points will be assigned based on the offeror's clear demonstration of his/her abilities to complete the work, apply appropriate methods to complete the work, create innovative solutions and quality of past performance in similar projects.

Applicants may be required to submit additional written information or be asked to make an oral presentation before the technical review committee to clarify statements made in their proposal.

SECTION 7: PROPOSAL SUBMISSION

Questions concerning this solicitation may be e-mailed to the Division of Purchases at david.francis@purchasing.ri.gov no later than the date and time indicated on page one of this solicitation. Please reference **RFP #** on all correspondence. Questions should be submitted in a Microsoft Word attachment. Answers to questions received, if any, will be posted on the Internet as an addendum to this solicitation. It is the responsibility of all interested parties to download this information. If technical assistance is required to download, call the Help Desk at (401) 574-9709.

Offerors are encouraged to submit written questions to the Division of Purchases. **No other contact with State parties will be permitted.** Interested offerors may submit proposals to provide the services covered by this Request on or before the date and time listed on the cover page of this solicitation. Responses received after this date and time, as registered by the official time clock in the reception area of the Division of Purchases will not be considered.

Responses (**an original plus five (5) copies**) should be mailed or hand-delivered in a sealed envelope marked "**RFP# 7549292 Rhode Island Student Assistance Services**" to:

RI Dept. of Administration
Division of Purchases, 2nd floor
One Capitol Hill
Providence, RI 02908-5855

NOTE: Proposals received after the above-referenced due date and time will not be considered. Proposals misdirected to other State locations or those not presented to the Division of Purchases by the scheduled due date and time will be determined to be late and will not be considered. Proposals faxed, or emailed, to the Division of Purchases will not be considered. The official time clock is in the reception area of the Division of Purchases.

RESPONSE CONTENTS

Responses shall include the following:

1. One completed and signed three-page R.I.V.I.P generated bidder certification cover sheet (included in the original copy only) downloaded from the RI Division of Purchases Internet home page at www.purchasing.ri.gov.

2. One completed and signed W-9 (included in the original copy only) downloaded from the RI Division of Purchases Internet home page at www.purchasing.ri.gov.
3. **A separate Technical Proposal** describing the qualifications and background of the applicant and experience with and for similar projects, and all information described earlier in this solicitation. The Technical Proposal is limited to six (6) pages (this excludes any appendices). As appropriate, resumes of key staff that will provide services covered by this request.
4. **A separate, signed and sealed Cost Proposal** using **Appendix II: Budget Form** reflecting the hourly rate, or other fee structure, proposed to complete all of the requirements of this project.
5. In addition to the multiple hard copies of proposals required, Respondents are requested to provide their proposal in **electronic format (CD-ROM, disc, or flash drive)**. Microsoft Word / Excel OR PDF format is preferable. Only 1 electronic copy is requested and it should be placed in the proposal marked "original".

CONCLUDING STATEMENTS

Notwithstanding the above, the State reserves the right not to award this contract or to award on the basis of cost alone, to accept or reject any or all proposals, and to award in its best interest.

Proposals found to be technically or substantially non-responsive at any point in the evaluation process will be rejected and not considered further.

The State may, at its sole option, elect to require presentation(s) by offerors clearly in consideration for award.

The State's General Conditions of Purchase contain the specific contract terms, stipulations and affirmations to be utilized for the contract awarded to the RFP. The State's General Conditions of Purchases/General Terms and Conditions can be found at the following URL: <https://www.purchasing.ri.gov/RIVIP/publicdocuments/ATTA.pdf>

APPENDIX I:

Prevention Education Series: Topic, Goal, and Objectives (from the Project SUCCESS Implementation Manual, p. CS-4).

Topic	Goal	Objectives
Topic 1: Being an Adolescent	Students will learn the normal changes that occur during adolescence.	Discuss the changing attitudes and feelings they are experiencing in their lives; identify the physical, emotional, social and intellectual changes that occur during adolescence; understand the development of the adolescent brain; and identify support systems for the adolescent years.
Topic 2: Alcohol, Tobacco and Other Drugs	Students will develop an understanding of the causes and effects of drug abuse.	Distinguish between the fact and fiction regarding drug use; identify that the majority of adolescents are not using alcohol or other drugs; discuss the myth that adolescent use of alcohol and other drugs is just experimentation; identify the attitudes, feelings, behaviors, and social factors that promote drug use; recognize the stages of alcohol and other drug use discuss the concepts of rebound and its relation to drug dependency; and discuss drugs currently being used in their school population.
Topic 3: Relationships: Friends and Family	Students will develop an awareness of the relationships they have with family and friends and how alcohol and other drug use can affect these relationships.	Discuss the different relationships they are involved in; identify the key building blocks of relationships (trust); discuss how to handle different relationship situations and conflicts; identify the pressures on families and the different ways families respond to pressures; discuss alcohol and drug use as a common way of responding to stress; discuss the problems, issues and risk factors of alcoholism/substance abuse; examine the feelings and “rules” associated with living in an alcoholic/substance abusing household; and identify support systems for the alcoholic/substance abusing family
Topic 4: Skills for Coping	Students will develop skills for coping with pressure and problems.	Identify stressors that students face; discuss what stress feels like; examine healthy ways to cope with stress; practice a relaxation technique; discuss peer pressure; and practice refusal skills

Appendix II: Budget Form

Contract Agency: _____

Contract Service: _____

Category /Item	Proposed Budget	Other Funds	Total Budget
[col. 1]	[col. 2]	[col. 3]	[col. 4] col 4 = col 2 + col 3
1) Salaries			
2) Fringe Benefit			
3) Contractual Services			
4) Travel (in state)			
5) Conference (out of state)			
6) Postage/Office Supplies/Expenses			
7) Telephone/Cable/Internet			
8) Information System			
9) Property Rent			
10) Heat & Utilities			
11) All Other Household Expenses			
12) Agency Overhead-Indirect			
TOTAL	\$0.00	\$0.00	\$0.00

Notes,

A separate Program Budget is required for each contract service, e.g. outpatient services, prevention services or, residential services.

Attached Supplementary Information Pages must be completed for Items 1, 2, 3 & 11.

Also, narrative should be provided as necessary to describe any item; supporting narrative must be provided to describe Item #12, Agency Overhead/Indirect

It is understood and agreed that the amounts indicated above in Col 2 for the several line items are estimates of expenditures to be

incurred by the Contractor in the performance of this Agreement and to be claimed by the Contractor for reimbursement under this Agreement. It is further understood and agreed that actual variations shall not in themselves be cause for disallowance of reimbursement by BHDDH; provided, however, that the contractor shall notify and obtain the approval of the contract officer, in writing, if expenditures to be claimed for reimbursement in a line item above vary or are projected to vary by 10 percent or more from the approved budget. Further, that unless permission of the contract officer shall have been obtained in advance, no expenditure shall be claimed by the Contractor for reimbursement by BHDDH under this agreement if such expenditure shall have been incurred in

a line item category not listed above. Budget transfers between Expense Categories (1) and (2) are exempt from the 10 percent ceiling and do not require the prior approval of the contract officer.

for departmental use	
Action/Disposition	
Reviewer	Date