Request for Proposal
Questions and Responses
November 30, 2023

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Request for Proposal: Trauma-informed School System Transformation at Boston Public Schools
Proposal Due Date: Friday, December 8, 2023, by 5:00 PM EST

Q1: Is there a preference to have all activities be executed by one vendor?
A: There is a preference for all activities to be executed by one vendor.

Q2: Is BPHC open to having one vendor support a portion of the schools?
A: The preference is for one vendor to support all the schools.

Q3: Will BPS consider awarding this RFP to multiple vendors in order to meet its goals and objectives?
A: The ideal setup would be to have one vendor assigned to this RFP. Boston Public Schools does not have the capacity or bandwidth to coordinate with more than one vendor for this proposal.

Q4: Will BPS accept a joint application from two organizations that have a history of close collaboration?
A: Partnerships with organizations that have a close collaboration would be acceptable, with clear roles, responsibilities, and rationale for the partnership and coordination. There will need to be a lead applicant with whom BPHC would contract with a sub-award to a partner organization, with an attachment of partnership agreement and clear roles and responsibilities.

Q5: Our approach addresses many of the stated objectives in the call for proposals, but not all. We wanted to know if we would be considered for this opportunity as a result and if needed, could we hire/subcontract for particular trainings/consultants to fill any gaps in areas we don't address?
A: If the approach you provide does not address all of the stated objectives, you may subcontract for particular trainings/consultants to fill gaps in areas you don't address. However, see Q3 and Q4 for further details.

Q6: Is BPHC open to hiring vendors to provide a subset of the services required?
A: BPHC is open to the identified vendor subcontracting with organizations or individuals to provide a subset of the services required. See Q3, Q4, Q5 for further details.

Q7: Is BPS considering additional partnerships with external organizations to augment the direct mental health care they provide to students?
A: There are not currently any additional partnerships planned with external organizations to augment the direct mental health care provided to students. This could change in the future.

Q8: Which ten schools have been identified to participate in the TISST pilot program?

A: The ten schools are:

1. *David A. Ellis Elementary School – Roxbury*
2. *King Elementary School – Dorchester*
3. *Richard J. Murphy School – Dorchester*
4. *Young Achievers Science and Mathematics Pilot School – Mattapan*
5. *Joseph Lee K-8 School – Dorchester*
6. *Dr. William Henderson K-12 Inclusion School – Dorchester*
7. *TechBoston Academy – Dorchester*
8. *Boston Community Leadership Academy /McCormack Pilot School – Hyde Park*
9. *Excel High School – South Boston*
10. *Madison Park Technical Vocational High School – Roxbury*

Q9: Can BPHC share the 10 schools selected for TISST intervention?

A: See Q8.

Q10: How were the 10 schools selected to participate?

A: Please see page 8 of the RFP: "Ten BPS schools have been chosen for TISST transformation, in collaboration with the Superintendent, Chief of Student of Support, and by the use of the BPS Opportunity Index, as well as consideration of the numbers of safety calls, day to day clinical acuity and need, and rates of district crisis response."

Q11: Approximately how many staff members and other service providers are there in each school, broken out by the following categories:

- Administrators
- Administrative staff
- Teachers
- Special education teachers
- Speech and language teachers/pathologists, occupational therapists, and other similar specialized providers
- Paraprofessionals
- Other staff and
- Non-employee service providers?

A: See tables below

King

Title	Relevant Job Code(s) or Union Code	Count
Administrators	BASAS and Principal(s)	1
Administrative staff	Administrative Guild	1
All Teachers	BT3	48
Speech and language teachers/pathologists, occupational therapists, and other similar specialized providers	SLPs, COSE, Nurses, Social Workers, Guidance Counselors, School Psychologists, School Librarians, Instructional Coaches, ROTC OTs are budgeted centrally as are other Related Service Providers	12

Paraprofessionals	BT1	40
Other staff; and non-employee service providers		
	Managerial, Lunch Monitors, EAEs	16

Lee

Title	Relevant Job Code(s) or Union Code	Count
Administrators	BASAS and Principal(s)	3
Administrative staff	Administrative Guild	1
All Teachers	BT3	59
Speech and language teachers/pathologists, occupational therapists, and other similar specialized providers	SLPs, COSE, Nurses, Social Workers, Guidance Counselors, School Psychologists, School Librarians, Instructional Coaches, ROTC OTs are budgeted centrally as are other Related Service Providers	13
Paraprofessionals	BT1	54
Other staff; and non-employee service providers	Managerial, Lunch Monitors, EAEs	7

Murphy

Title	Relevant Job Code(s) or Union Code	Count
Administrators	BASAS and Principal(s)	4
Administrative staff	Administrative Guild	2
All Teachers	BT3	71
Speech and language teachers/pathologists, occupational therapists, and other similar specialized providers	SLPs, COSE, Nurses, Social Workers, Guidance Counselors, School Psychologists, School Librarians, Instructional Coaches, ROTC OTs are budgeted centrally as are other Related Service Providers	15
Paraprofessionals	BT1	32
Other staff; and non-employee service providers	Managerial, Lunch Monitors, EAEs	7

Excel

Title	Relevant Job Code(s) or Union Code	Count
Administrators	BASAS and Principal(s)	3
Administrative staff	Administrative Guild	1
All Teachers	BT3	39

	SLPs, COSE, Nurses, Social Workers, Guidance Counselors, School Psychologists, School Librarians, Instructional Coaches, ROTC	
Speech and language teachers/pathologists, occupational therapists, and other similar specialized providers	OTs are budgeted centrally as are other Related Service Providers	13
Paraprofessionals	BT1	9
Other staff; and non-employee service providers		
	Managerial, Lunch Monitors, EAEs	4

TechBoston

Title	Relevant Job Code(s) or Union Code	Count
Administrators	BASAS and Principal(s)	5
Administrative staff	Administrative Guild	1
All Teachers	BT3	76
Speech and language teachers/pathologists, occupational therapists, and other similar specialized providers	SLPs, COSE, Nurses, Social Workers, Guidance Counselors, School Psychologists, School Librarians, Instructional Coaches, ROTC OTs are budgeted centrally as are other Related Service Providers	24
Paraprofessionals	BT1	13
Other staff; and non-employee service providers		
	Managerial, Lunch Monitors, EAEs	8

Young Achievers

Title	Relevant Job Code(s) or Union Code	Count
Administrators	BASAS and Principal(s)	2
Administrative staff	Administrative Guild	2
All Teachers	BT3	49
Speech and language teachers/pathologists, occupational therapists, and other similar specialized providers	SLPs, COSE, Nurses, Social Workers, Guidance Counselors, School Psychologists, School Librarians, Instructional Coaches, ROTC OTs are budgeted centrally as are other Related Service Providers	8
Paraprofessionals	BT1	24
Other staff; and non-employee service providers		
	Managerial, Lunch Monitors, EAEs	9

Boston Community Leadership Academy /McCormack Pilot School

Title	Relevant Job Code(s) or Union Code	Count
Administrators	BASAS and Principal(s)	4
Administrative staff	Administrative Guild	2
All Teachers	BT3	69
Speech and language teachers/pathologists, occupational therapists, and other similar specialized providers	SLPs, COSE, Nurses, Social Workers, Guidance Counselors, School Psychologists, School Librarians, Instructional Coaches, ROTC OTs are budgeted centrally as are other Related Service Providers	19
Paraprofessionals	BT1	28
Other staff; and non-employee service providers	Managerial, Lunch Monitors, EAEs	2

Henderson

Title	Relevant Job Code(s) or Union Code	Count
Administrators	BASAS and Principal(s)	7
Administrative staff	Administrative Guild	3
All Teachers	BT3	115
Speech and language teachers/pathologists, occupational therapists, and other similar specialized providers	SLPs, COSE, Nurses, Social Workers, Guidance Counselors, School Psychologists, School Librarians, Instructional Coaches, ROTC OTs are budgeted centrally as are other Related Service Providers	20
Paraprofessionals	BT1	20
Other staff; and non-employee service providers	Managerial, Lunch Monitors, EAEs	10

Ellis

Title	Relevant Job Code(s) or Union Code	Count
Administrators	BASAS and Principal(s)	1
Administrative staff	Administrative Guild	1
All Teachers	BT3	38
Speech and language teachers/pathologists, occupational therapists, and other similar specialized providers	SLPs, COSE, Nurses, Social Workers, Guidance Counselors, School Psychologists, School Librarians, Instructional Coaches, ROTC	10

	OTs are budgeted centrally as are other Related Service Providers	
Paraprofessionals	BT1	17
Other staff; and non-employee service providers		
	Managerial, Lunch Monitors, EAEs	7

Madison

Title	Relevant Job Code(s) or Union Code	Count
Administrators	BASAS and Principal(s)	12
Administrative staff	Administrative Guild	2
All Teachers	BT3	119
Speech and language teachers/pathologists, occupational therapists, and other similar specialized providers	SLPs, COSE, Nurses, Social Workers, Guidance Counselors, School Psychologists, School Librarians, Instructional Coaches, ROTC OTs are budgeted centrally as are other Related Service Providers	36
Paraprofessionals	BT1	49
Other staff; and non-employee service providers		
	Managerial, Lunch Monitors, EAEs	8

Additional information about each of the 10 schools can be found at this [DESE website.](#) Enter the address for the Boston Public Health Commission '1010 Massachusetts Ave, Boston' and enter a 10-mile radius and check off the grades pertaining (K0-12), exclude private schools. A list of each school within that distance will be provided. From there, click on the name of the school of inquiry, and a data report with general, student, and teacher demographic data will populate. Requests to Boston Public Schools for further data can be made, however the request processing time is no less than two weeks for fulfillment. Any additional data requests to support program planning and implementation can be explored upon award.

Q12: Approximately how many students are there in each school, broken out by grade?
A:

Lower Schools

Ellis
K0-6
362 students
Roxbury

King
K0-6
549 students
Dorchester

Upper Schools

Henderson
K0-12
924 students
Dorchester

Tech Boston Academy
6-12
901 students

Dorchester

Murphy   **BCLA/McCormack**
K0-8   7-12
907 students   598 students
Dorchester   Dorchester

Young Achievers   **Madison Park**
K0-8   9-12
558 students   1,087 students
Mattapan   Roxbury

Lee   **Excel**
K-8   9-12
560 students   434 students
Dorchester   Dorchester

Q13: What are the demographics of the staff at the ten identified schools?
A: This information is shareable as aggregate only at this time. Please also see Q11.

Ethnicity

Ethnic Grp	COUNTA of Ethnic Grp	Percentages
	0	
AMIND	3	0.24%
ASIAN	48	3.78%
BLACK	517	40.71%
HISPA	154	12.13%
NSPEC	12	0.94%
WHITE	536	42.20%
Grand Total	**1270**	

Please see Q11 for further details.

Q14: What are the characteristics of the schools
- Pre-K/Elementary/middle/high
- Demographics

A: Please see Q8, Q11, Q12 and Q13 for details on the characteristics of the schools.

Q15: Does baseline data exist from any of the tools below, and if so, can it be shared at this time:
A:
- *Trauma-informed care scale: no*
- *Professional Quality of Life scale: no*
- *MBI-Educators Survey: no*
- *Teacher Job Satisfaction Scale: no*
- *BPS Student, Teacher, and Family Surveys: yes- panorama data on the BPS Student, Teacher, and Family Surveys*

Q16: How many years of data do you have for the student/teacher/family survey?
A: The [Student, Teacher, Staff and Family Survey](#) spans three years, providing panorama data with varied usage among schools.

Q17: Have the advisory committees in each of the identified schools been formed yet? If so, who (by role) serves on the committees?
A: None of the advisory committees in each of the ten identified schools have been formed.
As noted in the RFP pages 10-11, Anticipated Activities, it is expected that the vendor will 'Gather and begin planning with identified advisory committee at each of ten schools, as well as at leadership level, Vendor convenes advisory committees at each of pilot schools and with BPS leadership to begin implementation of TISST, Meet quarterly with advisory committees (at ten schools and with BPS leadership); BPHC; other key stakeholders as identified, Plan for and provide professional development (PD) as determined feasible with advisory committees- embed TISST PD into current PD planning for staff, Meet quarterly with advisory committees (at ten schools and with BPS leadership); BPHC; other key stakeholders as identified, Share learning with BPHC, advisory committees and other key stakeholders.'

Q18: Are the advisory committees at each of the 10 schools already in existence? Or are these groups forming as part of TISST?
A: The advisory committees at each of the 10 schools would be groups forming as part of TISST. See Q17 for further details.

Q19: Do any of the ten identified schools currently screen students for adverse childhood experiences?
A: None of the ten identified schools currently screen students for adverse childhood experiences.

Q20: Are the ten identified schools currently using the BPS Racial Equity Planning Tool in other planning or projects?
A: The use of the [BPS Racial Equity Planning Tool](#) is part of district wide strategy pertaining to new initiatives.

Q21: To what extent are educators aware, or have received training on, the importance of a culturally responsive curriculum?
A: [Culturally Linguistic Sustaining Practices](#) (CLSP) are part of all Boston Public School professional development, teaching and learning. CLSP are an integral part of the Boston Public School priorities.

Q22: To what extent are educators aware of, or have received training on, the concepts of multiculturalism and racial equity, and how those concepts affect education?

A: Educators receive ongoing training and instruction of the Boston Public School [Culturally Linguistic Sustaining Practices](#) (CLSP) and the [Equity, Strategy and Opportunity Gaps Division](#) (ESOG), which highlight concepts including multiculturalism and racial equity.

Q23: One of the anticipated midterm outcomes (on provided Logic Model) is listed as: Work collaboratively to promote equitable literacy, attendance, and climate and culture, and other key BPS initiatives such as Including Cultural Climate and Access to Restorative Practices and

Restorative Justice and address upstream factors contributing to opportunity gaps (i.e., hunger, homelessness).

Are the "key BPS initiatives" listed (for example, "Cultural Climate and Access to Restorative Practices and Restorative Justice") funded separately, or should funding and training support be included as part of the scope of this proposal and budget?

A: Key BPS initiatives, including Cultural Climate and Access to Restorative Practices and Restorative Justice are funded separately, however integration and collaboration with these initiatives are an integral to the success of TISST. As noted on page 8 of the RFP: 'As such, complementary strategies to further advance equity must be integrated into the TISST response, including the BPS quality school plan, with its focus on equitable literacy, attendance, and climate and culture, and other key BPS initiatives such as Including Cultural Climate and Access to Restorative Practices and Restorative Justice,' and page 9 of the RFP, under 'Respond by Applying Trauma-informed Transformations': 'Align with key school frameworks including the Quality School Plan, Cultural Climate and Access to Restorative Practices and Restorative Justice.'

Q24: The RFP includes the following activity: "Assess environments to identify current policies, procedures and/or strategies that maintain or potentially increase trauma." Is there an intended scope or intended deliverable? How does this coincide with the assessment already completed through the process of school selection?

A: The identified scope or deliverable in this activity is for the vendor to assess and identify policies and procedures and/or strategies in the 10 schools that may be maintaining or potentially increasing trauma for staff and/or students, with the deliverable being that the vendor works with school staff, leaders, stakeholders and/or advisory board or others to make shifts and/or changes to these policies/procedures/strategies that result in reduced trauma and/or increased sense of safety, peer support, collaboration, transparency, empowerment, understanding of cultural/historical/gender issues as aligned with the six tenets of trauma-informed care as outlined by SAMHSA/CDC.

Q25: What is allowable to fall within an attachment, specifically the work plan?

A: See page 13 of the RFP: Proposal Page Limit: 'Proposal narrative not to exceed 10 pages, single-spaced, 12-point Times New Roman, one-inch margins. This page limit does not include cover page and requested attachments (i.e., workplan table, budget sheet and budget justification, and CV of key staff). Please submit only one document with all materials.'

Allowable attachments are: Workplan, Budget and Budget Justification, CUBE Certification (or equivalent), CV of lead staff, Business References, Work Sample.

Q26: Would BPS be interested in using quasi-experimental approaches, for example propensity score matching, as a complement to a participatory systems change evaluation?

A: This RFP is not set out or intended to fund a rigorous evaluation methodology or participant level evaluation with comparison groups. The vendor should propose how they will assess and evaluate the programmatic components as described in RFP 'Outcomes' section on pages 12 and 13, and as described in the 'Evaluation' section on page 14. Program evaluation is intended to give feedback that will help guide and inform programmatic decisions and revisions as needed to meet the aims and objectives of the RFP.

Q27: Would they consider recruiting 10 matched "intervention/treatment" schools?
A: We cannot at this time consider recruiting 10 matched 'intervention/treatment' schools. The focus of the RFP is not for research purposes.

Q28: Would it be feasible for the contractor to be able to set up data sharing agreements with BPS to access secondary school-level data?
A: It is not feasible for the contractor to set up data sharing agreements with BPS to access secondary school-level data, as this would be in violation of the Family Educational Rights and Privacy Act (FERPA).

Q29: Is this a fixed price, cost reimbursement, or time and materials contract?
A: Cost reimbursement.

Q30: For the language: "BHPC's standard contract." A copy of this or a clearer understanding of this would be helpful. Is that available?
A: A copy of the BPHC standard contract is provided here:
 Standard Contract

Q31: Please explain the award payment methodologies. How is funding remitted? Is funding for activities/staff time reimbursed or is funding provided to vendors up-front?
A: Payment methods can vary anywhere from monthly, bimonthly, quarterly or annually. Cost reimbursement contract will be used.

Q32: Are there any items not eligible for inclusion in proposal budgets?
A: See this link to the Final Rule for Federal ARPA funds. The ARPA Final Rule will provide information about unallowable costs that are not outlined in the Federal Uniform Guidance, which determines all allowability for federal awards. Generally, unallowable items include entertainment, alcohol, and food in most circumstances outside of conferences or travel, as with any other federally funded grant. IDC capture on ARPA is capped at 10% of Modified Total Direct Costs, or costs that are allowed to capture IDC.