



Date: August 7, 2019

To: All Potential Proposers

Subject: ADDENDUM #1 Early Learning Center Clinical Consultation and Intervention Services Request for Proposals

The Juvenile Welfare Board's RFP for Early Learning Center Clinical Consultation and Intervention Services is modified as follows. Note that the old language is struck through and new language is indicated by **red font**.

1. Section 1.2, SCHEDULE OF ACTIVITIES (DATES SUBJECT TO CHANGE)

Modify section as follows:

Date	Activity
07/15/2019	RFP Released
08/01/2019	Optional Pre-Proposal Conference at 10:00 AM, Juvenile Welfare Board, Edmonds Neri Conference Room
08/02/2019	Deadline for Receipt of Questions by 12:00 PM EST
08/07/2019	Written Responses to Questions Released
08/20/2019	Technical Assistance Review by Appointment
08/29/2019	Proposal Submission Due Date by 12:00 PM EST
10/09/2019	Evaluation Committee Meeting at 9:00 AM, Juvenile Welfare Board, Edmonds Neri Conference Room
10/22 and 10/23/2019 ¹	Interview Top Proposers, Juvenile Welfare Board, Conference Room 105
10/30/2019	Evaluation Committee Meeting at 9:00 AM, Juvenile Welfare Board,

	Edmonds Neri Conference Room
11/05/2019	Present Recommendations to the JWB Executive Team at 1:00 PM, Juvenile Welfare Board, Edmonds Neri Conference Room
November 2019 11/13/2019	Present Recommendations to the JWB Finance Committee at 1:30 PM TBD , Juvenile Welfare Board, Edmonds Neri Conference Room
12/12/2019	Board Action to Award at 9:00 AM, Juvenile Welfare Board, Edmonds Neri Conference Room
12/13/2019	Announce Intent to Award
1/01/2020	Execute Agreement

2. Section 2.3, MINIMUM QUALIFICATIONS

Modify section as follows:

- Proposers must be one of the following: 501(c)(3) or a nonprofit public or private institutions of higher learning, such as a university or college at the time of submission.
- Must have the financial capacity to support the commitments set forth in response to the RFP.
- Must have experience providing clinical consultation services.
- Organizational structure that supports the provision of high quality clinical services to diverse populations, including, but not limited to, reflective supervision as a component of service delivery.
- **Demonstrated application of the Standards and Indicators for Cultural Competence.”**
[1]
- Experience delivering services to children ages 2 months to five years (“Young Children”). Areas of expertise must also include the application of trauma informed services, wrap-around services, and family-centered approaches.
- In order to meet the objectives of the proposed multi-disciplinary model, program staff must be licensed at a Masters level or above in the mental health field (e.g., social work, psychology, counseling, marriage and family therapy) to practice in the state of Florida with a minimum of two years of ~~post-licensure~~ experience with Young Children.

[1] National Association of Social Workers. (2015). Cultural Competence in Social Work Practice. Standards and Indicators for Cultural Competence, (2015), 1-60.

Experience with Young Children can be a combination of before, during, or after licensure but must be a minimum of 2 years.

3. Section 2.6, DEFINITIONS

Modify section as follows:

Specific terms related to this solicitation are defined as follows:

Creative Curriculum – The Creative Curriculum® is forward-thinking, comprehensive, research-based and research-proven curriculum resources developed by Teaching Strategies® and used hand-in-hand with the Teaching Strategies GOLD® assessment. The Creative Curriculum® helps teachers and caregivers to be their most effective, while still honoring their creativity and respecting their critical role in making learning exciting and relevant for every child.

Cultural competence - Set of congruent behaviors, attitudes, and policies that come together in a system, agency or program and enable that system, agency or program to work effectively in cross-cultural situations.

The word culture is used because it implies the integrated pattern of human behavior that includes thoughts, communications, actions, customs, beliefs, values and institutions of a racial, ethnic, religious or social group. The word competence is used because it implies having the capacity to function effectively.

Five essential elements contribute to an institution's, or agency's ability to become more culturally competent which include:

- Valuing diversity
- Having the capacity for cultural self-assessment
- Being conscious of the dynamics inherent when cultures interact
- Having institutionalized culture knowledge
- Having developed adaptations to service delivery reflecting an understanding of cultural diversity leading to equitable access and delivery of services to all participants

These five elements should be manifested at every level of an organization including policy making, administrative, and practice. Further these elements should be reflected in the attitudes, structures, policies and services of the organization.

Multi-Disciplinary – A group composed of members with varied but complimentary experience, qualifications, and skills that contribute to the achievement of the Team's identified goals and objectives.

Reflective Supervision – A supervisor – supervisee relationship that pays attention to the influence of relationships on other relationships, the parallel process, and empowers the supervisee to discover solutions/concepts through consciously using strategies that include

active listening and waiting. The goal of reflective supervision is to support staff who then support families - and create a more effective working relationship.

Teaching Strategies Gold (TSG) - An authentic, ongoing, observation-based assessment system that goes hand-in-hand with the Creative Curriculum. The tool can be used to measure children's development and learning in six domains from birth through third grade. The six domains are social emotional, physical, language, cognitive, literacy and mathematics.

4. Section 3.0 PROPOSAL REQUIREMENTS

This section has been modified as see attached 3.0 PROPOSAL REQUIREMENTS

All other requirements, terms and conditions of the RFP remain unchanged. Questions regarding this RFP shall be directed to rfp@jwbpinellas.org.

Receipt and acceptance of an RFP addendum is to be acknowledged by signing and returning this document with the proposal. Failure to do so may subject your proposal to rejection.

I certify receipt of the addendum.

_____	_____	_____
Company Name	Authorized Signature	Date

3.0 PROPOSAL REQUIREMENTS

The Proposal submission shall contain the following items in the order provided in section 1.11 of this RFP:

3.1 FORM 1 – PROPOSAL SIGNATURE FORM

3.2 NARRATIVE RESPONSE –

Answer the questions below following the provided format, using 8 1/2” x 11” white paper, typed single-spaced 12-point font, 1/2-inch margins, within a **maximum of 25 pages** (not including attachments). Please restate each question and make sure each question is answered separately even if questions appear repetitious. All pages should be appropriately numbered and identified by the complete organization name in the header and/or footer.

Experience and Qualifications:

1. Briefly describe your agency’s mission, history, location(s) of business operations, Board composition, and major accomplishments that are pertinent to the qualifications for implementing this scope of work. Attach your current organizational chart and describe how the agency’s organizational structure supports the provision of high quality clinical services to diverse populations.
2. Detail your agency’s experience providing specialized interventions and supports to Young Children.
3. Describe your agency’s experience collaborating with multiple agencies to create common goals and outcomes for Young Children.
4. Although experience with early learning centers is strongly preferred, it is recognized that proposers may not have experience serving the target population specifically in early learning center settings. Please describe in detail the experience your organization has providing services in early learning center settings or the training process for developing expertise, best practices, and evidence-based knowledge specific to such settings.
5. Detail your agency’s experience in meeting the Standards and Indicators for Cultural Competence.
6. Provide examples of your agency’s experience and expertise in the application of trauma informed services, wrap-around services, and family-centered approaches. In

- addition, describe experience providing trainings and clinical consultation services to both providers and family members. Provide specific examples of trainings that have been provided.
7. Describe your agency's experience using a multi-disciplinary approach and your position regarding the benefits and value of this model.
 8. Describe the qualifications and experience of key personnel that will be hired or assigned to this project (Attach job descriptions and resumes of key personnel in the context of this proposal). Also detail the plan for clinical and reflective supervision and oversight of these staff.
 9. Describe your agency's financial and administrative capacity to support the commitment set forth in response to the RFP. Attach audited financial statements for the last two fiscal years (if not currently funded by JWB). The statements must be complete and include the management letter.
 10. Attach your agency's current fiscal year adopted budget.
 11. Describe your ability to budget for and track program revenues and expenditures separately for each program that you operate.

Approach to Complete Scope of Work:

12. Describe your staffing model to accomplish the scope of work.
13. Describe your method(s) for developing and maintaining relationships with the Center leadership, staff and families? Describe potential challenges in relation to functioning as an external consultant for the early learning centers. Provide specific strategies for overcoming these potential challenges.
14. Describe the method and instruments used for observations in classroom environments and for identifying children who may require more in-depth individualized intervention services. If available, attach the specific instruments.
15. Describe the methods to be used to convene with Center staff to share observations. In addition, describe how corresponding recommendations for overarching consultative activities and plans for Centers and individualized service plans for children will be developed and shared with Center staff and families. How will progress towards goals be measured?
16. Describe the approach to training for Center staff and families. Provide examples of the proposed types of trainings.
17. Describe methods used to support Center staff in talking with families about concerns and gaining parental consent for individual intervention services. Advancing from a family-centered approach, describe your strategies for effectively engaging

- parents/caregivers in highly delicate and sensitive conversations regarding the identified needs of their children.
18. Describe the process for intake and screening, specify the names of the empirically valid instruments to be used, and attach them, if available.
 19. Describe the process, structure for communication, and expected frequency for providing ongoing support and feedback to Center staff and families for clinical consultation services.
 20. Describe the process, structure for communication, and expected frequency for providing coordination of care to Center staff and families for child-specific intervention services.
 21. Describe child-specific and family best practice therapeutic modalities and interventions that are appropriate for this target population.
 22. In some instances there may be a need to make external referrals for specialized assessments that go beyond the expertise of the Teams. Provide examples of these referrals based on the target population and describe the referral process, including feedback loops for results of assessments.
 23. Describe the circumstances in which it would be appropriate to provide payment for specialized assessments and the mechanism to be used to pay for these services. In addition, list the potential service providers who would perform the specialized assessments.
 24. Describe procedures that will effectively support the ongoing functions and collaborative nature of the multi-disciplinary team approach.
 25. Attach an implementation timeline to include the program start date, an outline of each step that needs to be completed before the program can begin, and ongoing activities.
 26. Describe the process for transition planning as children complete services or need more intensive services.
 27. Describe how Culturally Competent service delivery will be integrated into the program model.

Budget and Cost Effectiveness:

28. Describe any ways in which cost efficiencies were achieved in the development of the proposed budget, including leveraging other sources of revenue.

3.3 FORM 2 – PROPOSED PROGRAM BUDGET

Proposer is to complete and submit two Proposed Program Budgets: FY20 (01/01/2020-09/30/2020) and FY21 (10/01/2020-09/30/2021), in Excel, which must contain the following:

1. FY20 Proposed Program Budget must include any start-up costs and reflect a program start date as identified in the implementation timeline.
2. FY21 Proposed Program Budget must reflect a complete fiscal year of programming.
3. Ensure that all tabs are completed within the workbooks.
4. Both Program Budgets must include all expenses for the project, regardless of the funding source.
5. All Budgets must be developed in accordance with JWB's Financial Policies and Procedures for Funded Programs at <https://www.jwbpinellas.org/wp-content/uploads/2018/06/JWB-Financial-Policies-and-Procedures-for-Funded-Programs-Effective-10.1.18.pdf>.

Additional instructions for the Proposed Program Budget can be found on the first tab, labeled *Instructions*, of Form 2.

3.4 FORM 3 - NON-COLLUSION AFFIDAVIT

3.5 FORM 4– CONTRACT TERMS & CONDITIONS COMPLIANCE CHECKLIST

3.6 FORM 5– IRS W-9

A current W-9 form must be completed and signed and submitted with the Proposal.

3.7 501(c)(3) DESIGNATION LETTER

A current 501(c)(3) designation letter must be submitted with the Proposal if the entity claims to be a 501(c)(3) at the time of submission.