DEPARTMENT OF EDUCATION

SCHOOL BASED BEHAVIORAL HEALTH SERVICES SECTION

November 24, 2006

ADDENDUM A

TO

REQUEST FOR PROPOSALS

No. RFP F06-063 ASSESSMENT SERVICES
No. RFP F06-064 BEHAVIORAL INTERVENTION SERVICES
No. RFP F06-065 BEHAVIORAL INSTRUCTIONAL SUPPORT SERVICES
No. RFP F06-066 PARAPROFESSIONAL SUPPORT SERVICES
No. RFP F06-067 PSYCHIATRIC SERVICES
No. RFP F06-068 SPECIAL SCHOOL
No. RFP F06-069, F06-071 INTENSIVE LEARNING CENTERS

The Department of Education (DOE) conducted an orientation for all interested applicants on November 13, 2006. Applicants were encouraged to submit written questions as verbal answers provided at the Orientation were only intended as general direction and may not fully represent the DOE's position. This document serves as the formal official responses to the written questions submitted. Please note that where similar questions were received, a composite question was posed.

Any necessary addendums to all applicable RFPs will be posted on the SPO website at http://www4.hawaii.gov/spoh/rfps.htm on or before December 6, 2006.

General Questions Applicable to all RFPs:

Fingerprinting Requirements

- Q1. The RFP states that local and national criminal history checks must be performed, as well as fingerprinting of staff. Has the fingerprinting difficulty remained the same in that providers are unable to actually procure that service or has something changed? Also are there details about the difference between local and national criminal history checks, and what are they?
- A1. Please refer to the specific guidelines as stated in Section 2, Subsection C, paragraph 1. The DOE requires, at a minimum, that a local criminal history check be conduct on all employees, agents, and volunteers who work in close proximity to children. A local criminal history check involves a search only of Hawaii criminal history data. A national history check involves a search of all fifty states and is conducted using the Federal Bureau of Investigation criminal history databank.
- Q2. Regarding criminal history checks, does the DOE wish for the provider agencies to inform them upon knowledge of an employee charged with a criminal conviction or only in cases in which there is a conviction? If the DOE chooses the former, it would have the option of instructing the agency not to allow the employee to provide services until the outcome of the court process, which can take years.
- A2. We are checking with the Department's Office of Human Resources and will issue another addendum upon receipt of clarification.

- Q3. Does the DOE anticipate acquiring statutory authority to conduct national criminal history checks? Given the dramatic rate cuts, any pass through to provider agencies of additional costs such as federal criminal checks will be passed through to employees, thus exasperating the anticipated staffing problems.
- A3. Until express statutory authority is granted fro the DOE to conduct national criminal history checks on contracted providers, the DOE will only require that a local criminal history check be conducted by contracted agencies. The DOE anticipates and supports any legislative efforts to grant the DOE such authority.

Special Condition

- Q4. Can you please explain the "Right to Seek/Market Value for Services?" The language seems very vague and could be broadly applied in a variety of situations. Particularly in light of anticipated service gaps due to the dramatic rate cuts, this seems particularly unfair.
- A4. In the event that a contracted agency fails to perform its contractual obligations, the DOE has a duty to mitigate its damages as a result of the agency's non-performance.
- Q5. If fair market value is no longer a consideration, why is the DOE able to seek fair market value for services that cannot be provided by the Contractor and then charge the Contractor these amounts?
- A5. Please see answer to Q1. If a provider is failing to meet its contractual obligations, this seems a fair outcome given their failure to perform.
- Q6. Who are the people that write the RFP and who is the counsel you are referring to?
- A6. The DOE considers the RFP process to be a collaborative effort between program managers, educational specialists, and school level personnel. This process also encourages input from provider agencies and community members through our Request for Information and planning activities. Once an RFP has been finalized for distribution, the RFP is sent to the Department of the Attorney General for review.

<u>Rates</u>

- Q7. How did the DOE determine the contract rate caps?
- A7. When the School Based Behavioral Health program was initially implemented in 2001, all services were contracted with private providers. The contracted providers set the rates for the services. Currently, various contracted agencies charge different rates for the same service. In order to provide a standardized base, the DOE has now set a maximum allowable rate for each service in the recently released RFPs. Although this may mean a decrease in rates for some agencies, it means an increase in rates for other agencies thereby ensuring continued provision of services. The DOE has no plans or intentions of reducing services.

In order to determine the rates, the DOE looked at the Child and Adolescent Mental Health Division (CAMHD) rates. CAMHD provides like-kind services (such as individual, group and family therapy, assessment and psychiatric services). CAMHD rates are well established and reflect Medicaid reimbursement rates. Many CAMHD contracted providers are also DOE contracted providers. Payment for like-kind services should be comparable. Therefore, DOE set the rates to match CAMHD rates for those like-kind services. For services where there is no like-kind services, the lowest current contracted rate is used. These services are being delivered at this rate under the current contract. Rates include additional 9% rural rate for Ka'u, Kohala, Hana, Lanai and Molokai. The defined rural areas for DOE and CAMHD are the same.

- Q8. Were the rates based on economic motivation?
- A8. Please see answer to Q7 directly above.
- Q9. In some cases rates have been decreased by 50% or more. Does the DOE believe that this will not affect quality of services, and if so, why?
- A9. Services are currently being delivered at the rates as established in the recently released RFPs. School districts are reporting good results for services delivered at these rates. The DOE does not have any evidence to correlate that agencies that are charging lower rates have a lower quality of service.
- Q10. If a decrease in rates could lead to a decrement in quality of services, how does the DOE intend to prevent this?
- A10. Please see answer to Q9 directly above.
- Q11. This RFP represents a dramatic change in that there are not differences in compensation rates based on degree and experience. Why is this?
- A11. Agencies will have the latitude to set its own rate structure for the varying credential levels of staff.
- Q12. Does the DOE expect that provider organizations will utilize Bacherlors' level personnel instead of Masters or Licensed ones? Does the DOE see any difference in the quality of services delivered by Bachelors' holders and Masters or Licensed professionals?
- A12. Agencies may hire any applicant who meets the minimum qualifications of the service specifications and adheres to the supervision requirements. The DOE expects all contracts to provide quality services utilizing qualified staff. If agencies choose to utilize Bacherlors' level personnel, DOE expects that they will be adequately and appropriately supervised.
- Q13. Will DOE consider an average rate based on current provider rates rather than lowest rate for skills trainers, IISCs, and assessment services. Providers have higher quality screening, training supervision, outcomes etc. Why contract at the lowest quality?
- A13. No. Please see answer to Q9 directly above.
- Q14. Does the DOE plan on eliminating the majority of the private service providers so that eventually all services are provided by DOE employees? In addition, what are educational qualifications of the DOE employees in these positions going to be on average or at minimum?
- A14. The DOE envisions that there will always be a need for contracted services. DOE employees are expected to possess the educational qualifications and work experiences in accordance with civil service and/or DOE requirements for each specific position.
- Q15. Why did DOE not take either EIS or DD service rates into consideration?" EIS-has autism consultant (IISC) & skills trainer services.
- A15. The IISC and skills trainer services provided by EIS or DD are different from these services described in the recently released RFPs. The focus, the philosophy, and the statutory requirements differ. EIS/DD focuses on the family's needs and the DOE mandate focuses on the individual student's educational need.
- Q16. Why is it that FBA, IISC and skills training be set @ current lowest contract Ed rate, whereas other services without a comparable CAMHD rate are subject to the DOE/community rate formula?

- A16. IISC and ST services have been contracted based on specific hours of services. FBAs are contracted by flat rates; however, the rate was based on maximum allowable number of hours. ILC and SS utilize mostly full time staff similar to the DOE staff. Therefore, employee salaries plus 39.94% administrative costs were deemed as appropriate. Additional consideration and higher dollar amounts were included for ancillary services when needed, i.e., substance abuse counselor, OT/PT/SLP.
- Q17. On the Rate Summary Cost Sheet, it appears that the reimbursement levels are already pre-set. The way we read it, reimbursement is the same for licensed or unlicensed Master's, psychologists or psychiatrists. Is that accurate?
- A17. The rate specified is the maximum allowable rate for the service. The agency has the latitude to set its own rate structure for the varying levels of staff.
- Q18. Is the DOE prepared to provide services to the hundreds, possibly thousands, of students who will be without due to the rate cuts, so that the student's IEPs remain in compliance? A18. Yes.
- Q19. Is it the intent of the DOE to dismantle the current provider system and effect massive turnover of existing personnel?
- A19. No.
- Q20. Is it the intention of the DOE to strip away the administrative overhead that provides the services to the DOE of coordinating contracts, performance management, credentialing, billing, referrals, substitution, authorizations, etc. of hundreds (in aggregate over a thousand) providers?
- A20. No.
- Q21. Is the agency that the rate was modeled upon providing statewide services? How many units of service has this agency provided for these rates in each district? What percentage of services did this provider provide at these rates in each district statewide? Which services were this agency awarded that it is not delivering, (broken down by district)? Can the DOE please provide a copy of this agency's budget from the last RFP?
- A21. Rates were not modeled after the rate schedule of a particular agency. Please see answer to Q7.
- Q22. What were the total units of services provided by all providers in each district?
- A22. The figures provided in Section 3, Subsection IV, Table 1 indicate the numbers of hours per service that the DOE anticipates having to contract out. These figures are based on the total hours of services that contracted providers provided to the DOE in FY2006.

RFP F06-064 Behavioral Intervention

- Q23. Numbers are indicated, per district, of students that will need services. Of those numbers, what is the approximate percentage of students who will likely be contracted out for SBBH services? This will affect the way we plan the DOE budget and our staffing to serve the contract.
- A23. The figures provided in Section 3, Subsection IV, Table 1 indicate the numbers of hours per service that the DOE anticipates having to contract out.

RFP F06-065 Behavioral Intensive Instructional Support Services

- Q24. In both the Behavioral Insturctional Support Services and the Paraprofessional Support Services RFPs, there is a check mark indicating that both single and multiple contracts will be awarded (page 2.5). Does this mean that either one or more providers will be awarded the contracts?
- A24. Yes.
- Q25. Page 2-11, paragraph 3. Is the BISS prohibited from communicating with parents?
- A25. No, BISS personnel are not prohibited from communicating with parents. However, it is the DOE's responsibility to communicate with the parents regarding issues such as the overall progress of the student, any changes or modifications to the service plan or program development. The BISS is contracted by the school to work with school personnel on the student's program and should be communicating concerns regarding any changes needed or issues that arise with the school and then the school will then communicate with the parents. This is certainly not intended to imply that BISS personnel cannot talk with parents.
- Q26. Page 2-12. What constitutes a missed session when hours are procured on a monthly or quarterly basis?
- A27. Please follow the Missed Session Guidelines that are posted on the SBBH website at www.doe.k12.hi.us/sbbh/.
- Q27. In RFP F07-64 Parent Counseling is described almost identically to Parent Training in RFP F07-65. The standards for Parent Training providers are more rigorous than those for Parent Counseling providers? However, the rates for Parent Counselors are more than double that of Parent Trainers. Why is this?
- A27. Parent Counseling and Parent Training are different services. The standards for Parent Counseling are more rigorous than those of Parent Training. Parent Counseling under RFP F07-064, which is deliverable by staff with a minimum of a master's degree, is likened to CAMHD's SEBD Family Therapy. However, Parent Training under RFP F07-065, which is deliverable by staff with a bachelor's degree, is similar to the "Parent Skills Training" service provided by CAMHD. Although CAMHD's MQR for this service is a masters-level mental health professional (MHP) working under the supervision of a licensed MHP, CAMHD's maximum allowable rate was utilized for this service.
- Q28. In RFP F07-64 School Consultation is described very similarly to BISS work in the schools in RFP F07-65. The standards for School Consultant providers are more rigorous than those for BISS providers? However, the rates for School Consultation is more than 50% higher that for BISS. Why is this?
- A28. School consultation and BISS services are different services. BISS service requires monitoring "the effectiveness of the monthly SSP. This monitoring shall include but is not limited to consultation with the classroom teacher, meeting with appropriate school personnel to discuss specific issues/interventions related to student performance, or to make adjustments to the monthly SSP." In contrast, in RFP F07-64, "School Consultation is delivered as requested by or agreed upon by the school." It is considered a specific, short-term request. Sstandards and MQRs are more rigorous, with additional responsibilities not required of the BISS. This includes the completion and placement of a progress note in eCSSS (or other designated database) within twenty-four (24) hours. Please review RFP F07-64, page 2-31, Item 3.
- Q29. Based on the language in RFP F07-64 the services seem more intended for youth with Mental Health needs. Based on the language in RFP F07-65 the services seem more

- intended for youth with DD/MR/ASD needs. The rates are much higher for providers working with youth with Mental Health Needs, Why is this?
- A29. DOE set the rates to match CAMHD rates for those like-kind services. For services where there is no like-kind services the lowest current contracted rate is used. These services are being delivered at this rate under the current contract.
- Q30. Does the DOE believe that pupils with DD/MR/ASD needs can be provided service by less compensated, therefore less qualified personnel?
- A30. DOE expects that contracted agencies will fulfill their contractual obligations. Please refer to previous answers to Q9, Q10, and Q12 above.
- Q31. Page 2-9, Section 3, Paragraph 2 Line 1. Was this meant to read "Doctorate of Education or Philosophy"? What about a Doctorate of Psychology which is permitted by licensing.
- A31. Please re-read this section carefully. The qualification includes a Doctorate of Education or Doctorate of Philosophy. Doctorate of Philosophy in psychology is included.
- Q32. Supervisor requirements. Why are the degree areas so limited? Many professionals working with the target population have degrees in areas not mentioned, such as Counseling, Rehabilitation, Behavior Analysis, Behavioral Science. Can these people please be included?
- A32. All persons providing supervision are required to be of doctorate level or licensed individuals. If there is a licensed person with a degree that would otherwise qualify, a contracted agency may submit a request to the appropriate contract administrator and seek an evaluation of the individual's qualification and fitness to meet the supervision requirements.
- Q33. Page 2-12, paragraph 4. Why is it necessary to verbally report and file a Sentinel Report regarding a single missed session? Wouldn't this be more practical for a sequence of them, such as on the third missed session?
- A33. The DOE would like to be informed, as soon as possible, when a provider knows that they will miss a session. The Sentinel Event/Incident Notification Form will be used for official documentation of the missed session.
- Q34. Page 2-12, Section A, paragraph 1. Why is the shift being made to a monthly service plan?
- A34. This decision was based on numerous requests and input from the field.
- Q35. Do you anticipate that many months the plan will not change from the immediate prior month?
- A35. If there is no progress, the plan should be revised to ensure that progress is being made. The service plan should not be static.
- Q36. Can there be an allowance made for the Service Plan to be revised on an as needed basis, as a result of collaboration by the BISS and the classroom teacher
- A36. No. The intent is to ensure that there will be collaboration between the classroom teacher and the BISS no less than once a month.
- Q37. Page 2-14, Number 5. Does this mean every IEP objective that may be addressed during the day? Many goals do not show change except over time. Data is often sampled across days or even weeks. Collected data on everything everyday is excessive and detracts from instructional time. Can this read instead. "Will collect data as established by the IEP"?

- A37. It is not expected all IEP objectives will be worked on every day. How the data will be collected will be determined in the Monthly Service Plan. Please see revised SSP posted on the SBBH website at www.doe.k12.hi.us/sbbh/.
- Q38. Can the prohibition on direct work with pupils be modified? BISS professionals often have to model instructional methods etc which involves working directly with pupils.
- A38. Modeling instructional methods is allowed for in the duties and responsibilities of a BISS.
- Q39. Page 2-16, 3rd paragraph has stronger standards for a PhD BISS (3 yrs) than the BISS' supervisor (1 year). In the other areas the standards are the same for BISS as the Supervisors. Shouldn't the supervisee require somewhat less experience?
- A39. Thank you for brining this to our attention. The RFP will be amended to require the PhD supervisor to have 3 years experience and PhD BISS to have 2 years of experience.
- Q40. Pages 2-16 and 2-17 Progress notes. Requiring the submission of all progress notes to DOE requires much time on the part of providers. Can they not be held by the provider until DOE requests them?
- Q40. Please reread this section which states the progress notes are required to be given to the DOE once every quarter, that is, only four times a year plus, if applicable, at the end of the Extended School Year. The agencies, however, should have up-to-date daily progress notes in case the DOE should request them.
- Q41. Page 2-29. Can the billing due date be extended from 14 days to 30? This would increase accuracy in invoices.
- A41. No.

RFP F06-066 Paraprofessional Support Services

- Q42. Will DOE change the training and supervision requirements for paraprofessionals to match their own (DOE) training & supervision requirements? Will the DOE ensure that all EAs in DOE system will receive supervision & training to maintain quality care/ Right now, EAs tell us they are simply babysitting the students.
- A42. The DOE trains and supervises its paraprofessionals.
- Q43. Please clarify fingerprint requirements for paraprofessionals.
- A43. Fingerprinting requirements for paraprofessionals are the same as any other individual providing services under the RFPs. Please see answer to Q1.
- Q44. Please clarify the supervision requirement for paraprofessionals. Is it correct to assume that the hours of supervision provided by a BISS who has only a B.A. + 5, would not meet supervision requirements?
- A44. Thank you for brining this to our attention. The RFP will be amended to include a that BA+5 will meet supervision requirements of a paraprofessional.
- Q45. Are Skill Training Group services now incorporated in another service or are these being discontinued?
- A45. Paraprofessional support services includes working with individual students or a group of students.

RFP F06-067 Psychiatric Services

- Q46. Will DOE consider keeping rates for psychiatry on the neighbor island the same as current contracts to ensure maintaining the service-currently this provider most fly MDs over from oahu to provide psych. Services on the neighbor island.
- A46. Allowable rates already include additional 9% for Ka'u, Kohala, Hana, Lanai and Molokai.
- Q47. If the DOE proposes to take over the psychiatric medical services that are currently provided by the private contracted providers and something happens to the child medically, ie. Child commits suicide at school, can the parents sue the DOE under medical mal practice especially since the DOE is low-balling the private contracted providers?
- A47. The DOE is not proposing nor does it intend to have psychiatrists directly employed by DOE. The DOE will continue to provide contracted psychiatric services but at rates already utilized by other state agencies.
- Q48. You have listed a proposed unit rate for medication management, education planning, & court/due process hearing testimony as well as the same rate per hour cost for those same services, which is it?
- A48. Thank you for bringing this to our attention. The RFP will be amended to reflect the proposed rate corrections for educational team planning and participation and court/due process hearing testimony. These rates should reflect the same unit costs for the provision of direct services. For example, if the psychiatrist who conducted the psychiatric diagnostic evaluation is requested to participate at a court/due process hearing, the psychiatrist would be paid for his participation at the hearing, the equivalent unit rate for conducting the evaluation.

RFP F06-068 Special School

- Q49. Rates are incredibly low, and our costs continue to grow each year with inflation. What is the DOE's transition plan should certain services, such as special schools, not have any private providers apply, due to feasibility of providing these services at the reduced rates?
- A49. If there are no applicants for the Special School, the DOE will adhere to the procedures set forth in Hawaii Administrative Rules Section 3-143-609.
- Q50. Are the rates negotiable given that (i.e. Special schools) is \$200,000 less per site than current?
- A50. No.
- Q51. For special schools and intensive learning centers, would the DOE consider paying for additional IEP services, such as speech therapy, occupational therapy, physical therapy, psychiatric services, etc.? With a reduction in rate, private providers may no longer be able to provide these services within the fee structure.
- A51. No, these are included costs and were factored into the rate.

RFP F06-069, 071 Intensive Learning Centers

- Q52. What is the intent with the monthly meetings in addition to quarterly progress report meetings?
- A52. The intent is to maintain and keep record of monthly communications between the ILC program and the school and/or district staff regarding the status of the student.
- Q53. If DOE staff do not attend when invited, is there any negative consequence for the ILC?

 How about conference calls instead of face to face meetings? Is review in the program's

- clinical team meeting adequate to meet the intent if parent and DOE are notified? School level DOE personnel have difficulty attending <u>quarterly</u> treatment team review meetings. How are you to ensure participation of DOE personnel in <u>monthly</u> meetings? Is a written invitation sufficient evidence of our intent?
- A53. If DOE staff does not attend after invitation, there will not be any negative consequences for the ILC program. Conference calls are an acceptable means of participation. A review conducted in the ILC program's clinical team meeting is adequate to meet this requirement if the status of the student is conveyed.
- Q54. Is it a requirement that there be a supervising clinical psychologist for ILC? What about a doctoral level qualified mental health provider, for example, a PhD in marriage and family therapy?
- A54. Yes, the requirement for a supervising clinical psychologist shall be amended to "Licensed Qualified Mental Health Professional."
- Q55. If we contract for 20 slots but actual number if students fills under a lower block "for 10 or 16 slots", are we able to retain staffing at the lower level?
- A55. Yes, a contract agency can maintain the staffing at the minimum level. However, it is DOE's expectation that the agency will be able to provide the requisite staffing ratio immediately upon the need created by the placement of additional students.
- Q56. The proposal requires staffing in most positions at levels above those we currently use and at levels that are not required in the Interagency Performance Standards and Guidelines. What professional or educational standards were referenced in setting these requirements? Does the staffing requirements and IPSG apply to DOE created ILCs?
- A56. Staffing standards apply to and are modeled after DOE programs for students with significant emotional/behavioral needs. Specific staffing standards for the ILC programs are not delineated in the IPSPG. The IPSPG is to be used as a general guideline and "is intended for use by both DOE and DOH employees and contracted providers in developing individualized plans and providing behavioral/mental health services for students/youth." Contracted provider agencies must adhere to the specific contracts which delineate additional detailed requirements for each of the services.
- Q57. Medication management is a service referenced in the *Interagency Performance* Standards and Guidelines as a required service but is not referenced in the RFP. Please clarify if this is to be an included service.
- A57. Thank you for bring this to our attention. Medication management was inadvertently deleted from the ILC RFP draft as posted. We will be issuing an addendum with this correction.
- Q58. Approximately 40% of our students require substance abuse services as a related service. Were the costs of all related services, equipment, training, texts, food, etc. included in the calculation of the maximum allowable rate?
- A58. Yes.

Q59. I understand that the maximum allowable rate was determined by the costs associated with a (hypothetical) DOE employee- based model. Are we allowed access to the figures used to determine this rate?

A59.

Rates are comparable to DOE costs: 3 SPED teachers, 3 BS, 5 Eas, 1 Clin Psych, Ancillary services (CSAC counselor/OT/PT/SLP)* Admin costs, report writing, data entry are included in the rate. 9% rural rate is comparable to what DOH/CAMHD pays for same areas.

		For 20 slots			For 16 slots		For 10 slots	
CATEGORIES	BASE COST	# STAFF	COST		# STAFF	COST	# STAFF	COST
SPED Teachers	\$ 67,336.00	3	\$ 202,008.00		2	\$ 134,672.00	1.5	\$ 101,004.00
or ED Todonoro	Ψ 07,000.00		\$	ĺ		ψ 101,012.00	1.0	ψ 101,001.00
Behavioral Specialists	\$ 77,667.00	3	233,001.00	Į	2	\$ 155,334.00	1	\$ 77,667.00
Educational Assistants	\$ 32,599.00	5	\$ 162,995.00		3	\$ 97,797.00	2	\$ 65,198.00
Supervising Clinical Psychologist	\$ 94,500.00	1	\$ 94,500.00		1	\$ 94,500.00	0.5	\$ 47,250.00
Ancillary services (OT/PT/SLP/CSAC Counselor)	\$ 67,548.00	1	\$ 67,548.00		1	\$ 67,548.00	0.5	\$ 33,774.00
Rent			\$ 60,000.00			\$ 60,000.00		\$ 40,000.00
Curriculum			\$ 5,000.00			\$ 5,000.00		\$ 3,000.00
Equipment and supplies/maintenance			\$ 23,000.00			\$ 23,000.00		\$ 13,000.00
Telecommunication/utilities			\$ 16,000.00			\$ 16,000.00		\$ 8,000.00
Transportation			\$ 22,000.00			\$ 22,000.00		\$ 11,000.00
			\$ 886,052.00			\$ 126,000.00		\$ 75,000.00

- Q60. What is the specific law, regulation, or administrative rule which guided this determination?
- A60. Please see answer to Q7.
- Q61. Are there any comparable DOE programs functioning within this budget?
- A61. Yes, DOE created ILC programs currently function well within this budget.
- Q62. Could we consult with the person who made the final determination as to costs?
- A62. Please see answer to Q7.
- Q63. The maximum allowable rate is set more than 30% below current contracted rates, yet required staffing is higher than currently mandated. Why is fair market value no longer a consideration?
- A63. Please see answer to Q7.
- Q64. What is the purpose of requiring the ILC teachers to be trained in interventions specifically targeting autism spectrum disorder students? (RFP p. 2-15)
- A64. Thank you for bringing this to our attention. We will be issuing an addendum with this correction.
- Q65. What types of "mid-day" transportation requirements does the Department envision? (RFP p. 2-7)
- A65. Midday transportation means any transportation, other than home to school and return, that the student requires to implement services specified in the IEP.

- Q66. Sustainability has been an important goal of the State of Hawaii since the beginning of the Felix Consent Decree. We have 10 successful years of experience in the provision of these services to the state and it is impossible for us to operate under the constraints in this RFP. How does this current RFP enhance the states ability to sustain its' previous efforts?
- A66. Services to students will continue to be provided as per each student's Individualized Education Program (IEP) or Modification Plan (MP). When the DOE does not have the personnel capacity to provide the identified service the DOE will use contracted agencies to provide needed services.
- Q67. Does the DOE believe that we can realistically cut 16% of our (ILC) budget without there being an impact on services?
- A67. Please see answers to Q7 and Q9.
- Q68. Is there some way that we can continue to provide services by increasing the daily rate to one that is just and has some basis in fiscal reality?
- A68. Please see answer to Q7 and Q9.
- Q69. How will the DOE select providers? Will all providers who score a minimum of points (i.e. 70) be awarded the contract or will the contracts be awarded to providers who score the top 3 highest scores?
- A69. Applicants must score at least a minimum score of 70 points. Contracts will be awarded to the highest scoring applicant according to the geographic areas specified in the RFP. We will be issuing an addendum with this clarification.

Miscellaneous Questions

- Q70. Please clarify how bullets 1 & 2 under Section (2) p. 4-3 differs from bullets 3 & 4.
- A70. Bullets 1 & 2 refer to supervisors. Bullets 3 & 4 refer to direct service personnel (those working with the students and/or school level personnel).
- Q71. Please clarify what is meant by an educational model.
- A71. The "educational model" focuses on emotional/behavioral issues that interfere with learning. It utilizes clinical knowledge, skills and services, as part of an integrated programmatic approach, to provide the supports necessary to assist students to realize reasonable benefits from standards-based education.
- Q72. Please clarify if the interagency (DOE/CAMHD) EBS evidence-based practices in the are applicable to services for RFP #F07-066.
- A72. Would the author of this question please re-submit the completed questions so that the appropriate program manager may be able to provide the necessary clarification or response to your question.