

State of Hawaii
Department of Health
Alcohol and Drug Abuse Division

HTH 440-1-11
Adolescent School-Based Substance Abuse Treatment Services

RFP QUESTION AND ANSWERS
September 15, 2006

The following is the response to the written questions that were submitted prior to the midnight deadline of September 13, 2006, and after the Orientation session for RFP HTH 440-1-11, Adolescent School-Based Substance Abuse Treatment Services.

- Q. 1. What does the applicant need to include in the RFP to describe their experience of “complex”?**
- A. Section 3, Subsection II.B. (page 3-2) of the instructions states that in order to respond to Section 2, Subsection III.B.5 “Experience,” the APPLICANT should demonstrate the capability to coordinate services with resources in the school complex. This may be achieved by describing the history of any working relationships within the school complex, and/or describing knowledge of the various programs and services provided within the complex by the DOE as well as other public or private sector agencies that would support the efficient and effective implementation of the proposed school-based treatment services. APPLICANTS should also articulate their ability to develop strong working relationships with various key staff within the school complex that again would assist in the effective and efficient implementation of services.
- Q. 2. Attachment E-8, page 3, last bullet, states that ADAD “will consider options for innovative approaches in providing substance abuse treatment.” This response is to a question about providing up to 20 hours a week for substance abuse treatment. Does this mean that ADAD is changing the RFP from an outpatient treatment RFP to an outpatient and/or intensive outpatient treatment RFP? If ADAD allows up to 20 hours a week of treatment (which is, by ASAM criteria, intensive outpatient treatment), at what reimbursement rate will the 20 hours be paid?**
- A. No, ADAD is not changing the RFP from an outpatient treatment RFP to an outpatient and/or intensive outpatient treatment RFP. As explained in the orientation session, the additional hours allowed (up to 20 hours a week) were meant to assist the APPLICANT to provide innovative treatment services during school breaks and at other times and not meant to be a regular, weekly occurrence. Thus, the reimbursement rate would not change, nor the modality of service. As stated in Section 2, Subsection III.A.1.a. (page 2-9), the service

configuration may vary, in excess of the maximum hours per week, with prior approval by ADAD.

Q. 3. How do you envision the 20 [hours]/month experiential working within the school calendar? Perhaps these could instead coincide with intersession blocks of 2 – 6 weeks duration, 2 – 3 times per year?

A. Attachment E-8, 4th bullet, explains that the additional hours of up to 20 hours a week, were meant to assist the APPLICANT to provide innovative treatment services during school breaks or at other times, and not meant to be a regular, weekly occurrence. Although additional hours beyond the 1 – 8 hours per week required for the outpatient treatment modality may be allowed, the maximum length of stay would remain the same and is not to exceed 192 hours per client, per year.

Q. 4. Please clarify [the] parameter of 1 year experience providing substance abuse treatment services to adolescents. Will ADAD consider an extensive history of Child and Adolescent Mental Health Division services delivery to adolescents, many of whom are abusing substances, as applicable.

A. No. Please refer to Section 2, Subsection III.B.5. (page 2-15), APPLICANTS are required to have a minimum of one year experience in the provision of substance abuse treatment services to adolescent clients. The provision of mental health services to clients who are substance abusers does not qualify.

Q. 5. Page 2-17 #9 a. addresses billings of 15 minutes and allows some flexibility regarding having to do 30 minutes first. What does “etc.” mean at the end of the sentence? Can 15 minutes be billed only during official school hours? What about a student seeking counseling after school hours, or before school hours?

A. In Section 2, Subsection III.B.9.a. (page 2-17), the “etc.” at the end of the sentence was intended to cover any other times, similar to recess and lunch, that might occur during official school hours, when a client may have the need to seek immediate treatment. Outside of official school hours agencies have the ability to schedule more formal, planned sessions and will not be allowed to bill for less than a 30 minute session.

Q. 6. Could the word “etc.” include crisis intervention?

A. The word “etc.” which occurs on page 2-17, refers to 15 minute increments of service provision which could include crisis counseling or intervention, as long as it is a face-to-face client interaction that is properly documented, and occurs during school hours. School hours meaning the hours that school is in session.

Q. 7. Attachment E-8, page 2, bullet six, states that ADAD will implement the recommendation to allow providers to submit their proposals based on their preference of individual schools as opposed to submitting by groupings or complex. Does this replace Section 2-15, #5? If it does not, please explain.

A. No, Attachment E-8, (page 2), bullet six, does allow APPLICANTS to submit their proposals based on their preference for individual schools, as confirmed in Section 2, Subsection I. E. Geographic coverage of service, (pages 2-3 through 2-5), where schools are listed individually and not by groupings or complex. On page 2-15, 5. Experience, ADAD is requesting information of the APPLICANT's experience with and knowledge of the complex.

Q. 8. Can the Memorandum of Agreement required on page 2-10 be a Memorandum of Understanding? Can it be just a letter of support as required on page 3-8, VI. B.?

A. The document required in Section 2, Subsection III.A.1.b.2.on page 2-10 is correctly listed as a Memorandum of Agreement. The Letter of Support referred to in the RFP on page 3-8, VI.B. is to be submitted with the APPLICANT'S Proposal, and states that the school is in support of the APPLICANT'S intention to provide substance abuse treatment services in the school. The Memorandum of Agreement is to be submitted after an award is made and would be an official Agreement that the AWARDEE makes with the school.

Q. 9. Pages 3-2, II. B. states that "Efforts should be made to provide cohesive services that will assist the adolescent to smoothly transition through the various stages of education and treatment." While smooth transition through treatment is the responsibility of treatment providers, isn't smooth transition through various stages of education a Department of Education responsibility? Can this be eliminated from the RFP? If not, how does ADAD envision a treatment provider assisting the adolescent to smoothly transition through various stages of education?

A. The agency will be responsible for the transitioning, not the educational part. For instance, if a client is going from Middle School to High School and has been in treatment, the agency should help the student contact the appropriate person at the High School level and ensure they are able to access needed services during the transition period if treatment needs to continue. This is just one example.

Q. 10. Page 3-2, II. B. states that Applicant shall "Describe coordination efforts with resources within the school complex."

a. Which "resources" are meant? The school's substance abuse treatment resources? The entire DOE school budget resources for a particular complex or school?

- b. If the RFI answer to Question 2 above (Q. 7.) replaces Section 2-15, #5 of the RFP, then will the requirement on page 3-2 regarding coordinating resources within the school complex be changed?**
- A. Resources here refers to people, places, relationships, locations - not budgets, such as any working relationships within the school complex, and/or describing knowledge of the various programs and services provided within the complex by the DOE as well as other public or private sector agencies that would support the efficient and effective implementation of the proposed school-based treatment services. APPLICANTS should also articulate their ability to develop strong working relationships with various key staff within the school complex that would assist in the effective and efficient implementation of services.
- Q. 11. Please describe cohesive services that you would want us to provide that would transition students through various stages of education and treatment. (Reference page 3-2, item II Experience and Capability, B. Experience third paragraph.)**
- A. See answer to question 9.
- Q. 12. Please clarify how a refund of funds would happen with a POS contract, where one is paid for services after providing them.**
- A. If services billed for do not have the appropriate documentation, or if services do not fit the RFP requirements when the contract is audited, agencies may be asked to return funds. It would also apply if a contract was switched to a cost reimbursement contract at some time during the term, as is allowed by our RFP.
- Q. 13. Do you need to include the \$25,000.00 start up in the RFP.**
- A. Yes, it must be requested in the proposal and is not automatically granted. It also must be reconciled with services provided within the first quarter after the award.
- Q. 14. What is the definition of “very satisfactory” on page 4-2?**
- A. It is in between the range of the rating above and below it, the same as the rating for “Somewhat Satisfactory” is between the rating for “Unsatisfactory” and “Satisfactory”.
- Q. 15. Will DOH reimburse for the following services: supervision, 30 day client follow-up, 90 days client follow-up, and teacher education?**
- A. No, these are not face-to-face billable activities. Please see Section 5, Attachment E-1, Substance Abuse Treatment Guidelines, Reimbursable Activities, for more details.

Q. 16. Recognizing that many Principals identify that space is a concern when considering where to house our program:

a. What kind of financial assistance could ADAD provide to help resolve the issue of space?

b. What kind of other assistance could ADAD provide to help secure space?

- A. There is no financial assistance to resolve the issue of space availability. ADAD has been collaborating with members from the DOE in addressing the concerns of providing adolescent school-based substance abuse treatment services on the school campuses, in order to create an efficient manner in which services are executed. Space and confidentiality issues have been emphasized.

Q. 17. Can you please clarify what you mean by working relationships with elementary schools, describe what would be held to contractually? (Reference page 2-15 item #5, third paragraph)

- A. In Section 2, Subsection III.B.5. (page 2-15), 5. Experience, the third paragraph is the DOE's definition of a complex. In the fourth paragraph, ADAD is requesting information of the APPLICANT'S experience with and knowledge of the complex, which includes knowledge of elementary schools. ADAD is not asking for provision of services at the elementary school but rather assessing APPLICANT'S experience and knowledge in the complex as it supports services provided in the Middle School and coordination with services at the High School.

Q. 18. For students receiving .5 early intervention services:

a) Would we be required to have a treatment plan, if yes, will it be required to be updated every two weeks or less frequently?

b) Would we be required to complete ADAD, ASAM, and DSM 4 diagnostic impressions and interpretive summary?

- A. a) Yes, any client receiving .5 early intervention services would be required to have a treatment plan but the plan may be more on the lines of an initial intervention/treatment plan and may be updated monthly rather than every two weeks.
b) Yes, the Alcohol Drug Abuse Diagnosis (ADAD), and the ASAM PPC need to be completed.