



## **Request for Proposals**

**for**

**Intensive Behavioral Health Services (IBHS)**

**issued by**

**Community Behavioral Health**

**Date of Issue:**

**December 13, 2019**

**(Updated April 14, 2020)**

**Proposals must be received no later than  
2:00 P.M., Philadelphia, PA, local time, on February 25, 2020**

**EQUAL OPPORTUNITY / AFFIRMATIVE ACTION EMPLOYER;  
MINORITY, WOMEN, AND DISABLED ORGANIZATIONS  
ARE ENCOURAGED TO RESPOND**

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# 1. PROJECT OVERVIEW

## 1.1. Introduction; Statement of Purpose

Community Behavioral Health (CBH) is seeking providers to deliver Intensive Behavioral Health Services (IBHS). Pennsylvania’s Department of Human Services (PA-DHS) adopted new licensing standards and program requirements for providers to deliver IBHS to children, youth, and young adults under 21 years of age with a behavioral health diagnosis. CBH will be taking this opportunity to transform community-based children’s behavioral health services by re-procuring for services previously known as Behavioral Health Rehabilitative Services (BHRS) and School Therapeutic Services (STS) with an implementation date at the start of the 2020-2021 academic school year.

The implementation of IBHS provides us with an opportunity to ensure access to high quality, evidence-based, culturally responsive mobile services to be delivered across home, school, and other community settings. Based on feedback from parents, youth, school principals, and providers, CBH is moving towards a regionalized approach to IBHS services, which will allow for appropriate concentration of expertise and resources, enhanced sensitivity to community needs, and greater efficiency, coordination, and continuity of care in service delivery.<sup>1, 2</sup> Families will continue to be the primary decision makers with regards to the care of their children, so family choice will take precedence in recognizing and accommodating the unique needs of children. Providers will be designated as the preferred provider for their awarded geographic clusters and will be responsible for providing the full continuum of IBHS individual and group services across all settings—home, school, and community—for Medicaid-eligible youth who attend school in the ZIP codes assigned to that cluster. The preferred provider for a cluster will have the responsibility of coordinating treatment services within each school building located in the specific cluster, including coordinating across providers and serving as the point of contact for school leadership for behavioral health services for all Medicaid eligible youth in the school. We will be awarding multiple providers through this RFP to ensure access and quality of care across the City of Philadelphia.

This procurement will strengthen the children’s behavioral health service continuum (see Appendix E) and complement recent enhancements, including the Philadelphia Children Crisis Response Center (CRC), Children’s Mobile Crisis Team (CMCT) and Crisis Mobile Intervention Services (CMIS), the expansion of Evidenced-Based Practices (EBPs) through EPIC, ABA designations for numerous network providers, and the expansion of family-based service teams. This RFP is in alignment with our continued effort to broaden the array of high quality, community-based treatment options that are based on the individualized need of each child and family within a system of care approach that is strength-based, family-centered, and

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<sup>1</sup> Hartwell SW, Fisher WH, Deng X. The impact of regionalization on reentry service outcomes for individuals with severe mental illness. *Psychiatr Serv.* 2009;60:394 –397.

<sup>2</sup> Singh, J. M., & Macdonald, R. D. (2009). Pro/con debate: Do the benefits of regionalized critical care delivery outweigh the risks of interfacility patient transport? *Critical Care*, 13(4), 219.

culturally and linguistically competent. CBH is further exploring future opportunities to build on our children services continuum through integrated physical/behavioral health strategies both in schools and our communities through collaboration with school health resources and community pediatric and other health centers that serve children. In the school setting, it is recognized that healthy children from healthy families are better learners, which helps to prepare them to become healthy and productive adults. Although IBHS includes ABA and BHRS exceptions, these treatment services are not included in this RFP (see Appendix D).

Applicants must develop IBHS in a manner that reflects Philadelphia’s core principles for children through the System of Care and is consistent with the Department of Behavioral Health and Intellectual disAbility Services’ (DBHIDS) priorities related to treatment services, infrastructure, and health economics.<sup>3</sup>

In addition, the following source materials may be helpful:

- DBHIDS Practice Guidelines for Recovery and Resilience Oriented Treatment<sup>4</sup>
- Office of Mental Health and Substance Abuse Services (OMHSAS) Child and Adolescent Social Service Program (CASSP)<sup>5</sup>
- Philadelphia System of Care<sup>6</sup>
- 55 PA. CODE CHS. 1155 AND 5240, Volume 49, No. 42, “Chapter 1155: Intensive Behavioral Health Services.”<sup>7</sup>

## 1.2. Organizational Overview

The City of Philadelphia contracts with the Commonwealth of Pennsylvania Department of Human Services (PA-DHS) for the provision of behavioral health services to Philadelphia’s Medicaid recipients under Pennsylvania’s HealthChoices behavioral health mandatory managed care program. Services are funded on a capitated basis through this contractual agreement. The City of Philadelphia, through the Department of Behavioral Health and Intellectual disAbility Services (DBHIDS), contracts with CBH to administer the HealthChoices program.

DBHIDS has a long history of providing innovative and groundbreaking services in Philadelphia for people in recovery, family members, providers, and communities and has become a national model for delivering behavioral health care services in the public sector. The Department

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<sup>3</sup> Philadelphia System of Care, *PSOC Goals and Objectives*, <https://psoc.dbhids.org/about-us/system-of-care-framework/>

<sup>4</sup> Department of Behavioral Health and Intellectual Disability Services (DBHIDS), *Philadelphia Behavioral Health Practice Guidelines*, 2013, <http://dbhids.org/wp-content/uploads/2015/07/practice-guidelines-1-1.pdf>

<sup>5</sup> Office of Mental Health and Substance Abuse Services (OMHSAS) Child and Adolescent Social Service Program (CAASP) <http://www.dhs.pa.gov/parecovery/guidingprinciples/cassp/index.htm>

<sup>6</sup> The Pennsylvania Care Partnership. <https://psoc.dbhids.org/>

<sup>7</sup> PA Bulletin 49, No 42, 19 October 2019. Annex A, Title 55: Public Welfare, Part VII. Mental Health Manual, Subpart D. Intensive Behavioral Health Services. <https://www.pabulletin.com/secure/data/vol49/49-42/1554.html>

envision a Philadelphia where every individual can achieve health, well-being, and self-determination. The mission of DBHIDS is to educate, strengthen, and serve individuals and the community so that all Philadelphians can thrive. This is accomplished using a population health approach with an emphasis on recovery and resilience-focused behavioral health services and on self-determination for individuals with intellectual disabilities. Working with an extensive network of providers, DBHIDS provides services to persons recovering from mental health and/or substance use, individuals with intellectual disabilities, and families to ensure that they receive high quality services which are accessible, effective, and appropriate.

DBHIDS is comprised of six divisions: the Division of Behavioral Health, the Division of Intellectual disAbility Services (IDS), the Division of Community Behavioral Health (CBH), the Division of the Chief Medical Officer, the Division of Planning and Innovation, and the Division of Administration and Finance. CBH manages a full continuum of medically necessary and clinically appropriate behavioral healthcare services for the City's approximately 718,000 Medical Assistance recipients under Pennsylvania's HealthChoices behavioral health mandatory managed care program. Approximately 43% (n=312,000) of Philadelphia's Medical Assistance recipients are children under 21 years of age.

The mission of CBH is to meet the behavioral health needs of the Philadelphia community by assuring access, quality, and fiscal accountability through being a high performing, efficient, and nimble organization driven by quality, performance, and outcomes. We envision CBH as a diverse, innovative, and vibrant organization in which we are empowered to support wellness, resiliency, and recovery for all Philadelphians.

### **1.3. Project Background and Objective**

PA-DHS is replacing BHRS with a standalone license type called Intensive Behavioral Health Services (IBHS). Prior to IBHS promulgation, CBH, in collaboration with the School District of Philadelphia (SDP), recognized the need to enhance the quality of services offered through STS and BHRS and began taking steps to restructure these levels of care. Over 10,000 youth received BHRS and STS in calendar year 2018. BHRS and STS have not historically been evidence-based treatments. The new IBHS regulations through this RFP provide the opportunity to infuse this service delivery model with EBPs. With the promulgation of the IBHS regulations, CBH recognizes the opportunity to redesign the service system to be consistent with Philadelphia's System of Care Framework and to ensure services are youth and family-driven, culturally and linguistically competent, and community-based.

Focusing on behavioral health services in schools, homes, and community settings acknowledges that schools are one of the most influential natural contexts for children and that unmet psychosocial needs can greatly impact children's ability to learn. Educators have been keenly aware of this. Pennsylvania's Every Student Succeeds Act (ESSA) State Plan applies the Multi-Tiered System of Support framework, in which schools and providers implement evidence-based behavioral interventions on a tiered continuum, (from

preventative school-wide, to targeted, to intensive supports).<sup>8</sup> This speaks to the recognized need that education and behavioral health partnership is vital to the success of children. In this vein, CBH, the School District of Philadelphia (SDP), and the City's Managing Director's Office have collaborated on IBHS school-based services program development and implementation strategies to best interface within the multi-tiered system of supports.

The objective of this RFP is to ensure access to high-quality IBHS care for children in Philadelphia who are enrolled in Medicaid via a regionalized, evidence-based, and trauma-informed approach which considers the importance of an integrative approach which incorporates the child's home, school, and community. For IBHS provided in school settings, the RFP will focus on all district schools and the seven charter schools in which STS services currently exist. A critical goal for IBHS is to enhance the sense of competency and self-efficacy in the adult(s) of the home and schools to address a child's behavioral health concerns, thereby increasing the child's appropriate engagement in the home, schools, and other community settings. Interdisciplinary collaboration between providers, parents, and teachers is key, and evidence-based consultative strategies are expected to assist the adults in the child's life to understand why challenging behaviors occur and to develop the necessary concrete skills to positively interact with the child.

By increasing access to high quality IBHS, CBH and SDP aim to promote the abilities of children, families, and school staff to address challenging behaviors across settings using evidence-based practices. Thus, children will remain in their homes with their families and in their communities rather than being placed in more restrictive levels of treatment, such as inpatient and residential treatment. In addition to supporting parents and families during the treatment process, treatment seeks to help children maintain community tenure by building natural supports therein. The goals of IBHS for children are to provide skill-building opportunities, improve functioning in day-to-day life, enhance interpersonal relationships and communication, improve internalizing and externalizing symptoms, identify and enhance strengths, and promote resilience.

Desired treatment outcomes include:

- **Improvement in clinical symptoms**, evidenced by lower symptomatology scores on an evidence-based tool where available
- **Community tenure**, with decreased use of high acuity behavioral health services (e.g., crisis services, inpatient, partial hospitalization services, RTF), allowing children to remain in their home communities and schools
- **Enhanced competency**, enhancing parent, caregiver, teacher, and school staff sense of competency and self-efficacy to handle children's behavioral health concerns
- **Maximization of children's natural resources** to support wellness
- **Improvement in children's school attendance** and advancement to the next grade

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<sup>8</sup> <https://www.education.pa.gov/K-12/ESSA>



## 1.4. Applicant Eligibility - Threshold Requirements

To be eligible to apply for this RFP, applicants must be currently licensed or plan to be licensed to provide IBHS at the time of implementation through the Office of Mental Health and Substance Abuse Services (OMHSAS) Chapter 1155 and complete the MA enrollment process and secure PROMISE number(s) to deliver IBHS.<sup>9</sup> In addition, applicants must be an:

- In-network CBH provider currently licensed to provide IBHS; or
- In-network CBH provider without a current IBHS license; or
- Out-of-network provider who would like to enter the network to provide IBHS

Applicants must also meet all threshold requirements (see 3.12 for complete threshold requirements).

## 1.5. General Disclaimer

This RFP does not commit CBH to award a contract. This RFP and the process it describes are proprietary and are for the sole and exclusive benefit of CBH. No other party, including any respondent, is intended to be granted any rights hereunder. Any response, including written documents and verbal communication, by any applicant to this RFP, shall become the property of CBH and may be subject to public disclosure by CBH.

## 1.6. Location/Site

Applicants must be able to deliver services in the home, school, and community, in the cluster(s) they are awarded.

# 2. SCOPE OF WORK

## 2.1. Overview of Services

IBHS are treatment services which can be delivered in the home, school, and community. They are designed to support children and families as needed via license types that cover individual and group services. Compared to BHRS and STS models, IBHS regulations put a much greater emphasis on increased staff qualifications, supervision of staff, training, and provision of evidence-based treatments. As stated above, this service is designed to meet the needs of children living in Philadelphia and enrolled in MA. Additionally, it is the expectation that IBHS will ensure access to a flexible and individualized array of services that promote the best social

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<sup>9</sup> <https://www.pabulletin.com/secure/data/vol49/49-42/1554.html>

and emotional outcomes. These outcomes should be in the form of improved child and family function, enhanced adult knowledge, understanding and skills needed to promote the child's optimal social and emotional development, and improved school functioning in areas such as attendance and advancement to next grade.

IBHS services complement and build upon school district interventions (i.e. Positive Behavior Intervention and Supports (PBIS), the Student Assistance Program (SAP) and other types of community services (including prevention and substance use early intervention services)) provided through DBHIDS. There will be required treatment elements to address trauma and behaviors of concern. Providers are also encouraged to implement additional EBPs across community-based settings (see section 2.1.2).

IBHS is a 12-month service delivery model and providers will be expected to support children across settings to ensure progress, transfer of skills, and continuity of care. IBHS providers are also expected to provide systems coordination of services and supports which may include child welfare, juvenile justice, housing, food insecurity, and physical health. For schools, this will include having a written agreement for service expectations. This will be provided at a later date.

### **2.1.1. Regionalization**

CBH is regionalizing services where committed presence in a defined area across, home, school, and community can engender stronger relationships between providers, families, community-based entities, and schools. Providers will be designated as the preferred provider for their awarded geographic clusters and will be responsible for providing the full continuum of IBHS individual and group services across all settings—home, school, and community—for Medicaid-eligible youth who attend school in the ZIP codes assigned to that cluster. The preferred provider for a cluster will be responsible for coordinating treatment services within each school building located in the specific cluster and serving as the point of contact for school leadership for behavioral health services for all Medicaid-eligible youth in the school.

This regionalization coincides with the already established CBH Children's Crisis regions (Appendix F). To arrive at an understanding of the number of providers needed and to develop a model to aid in the assignment of providers to regions, CBH conducted an analysis of all schools in each region based on their climate score as reported by the School District of Philadelphia in their School Progress Report (SPR) program.<sup>10</sup> This, along with analysis of previous BHRS/STS utilization, other resources in the schools and community, and school size and grade level, allowed us to determine the level of need for all schools in each region.

The climate score is calculated by SDP based on SDP data collected in the following categories with points assigned: percentage of children attending 95% or more of instructional days; annual retention rate; percentage of children with zero in-school suspensions; percentage of

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<sup>10</sup> SPR, <https://www.philasd.org/performance/programsservices/school-progress-reports/>

children with zero out-of-school suspensions; student survey; and parent survey. Based on the score, schools fall into one of four categories: “model” (≥75% of total points), “reinforce” (50-74% of total points), “watch” (25-49% of total points), and “intervene” (<25% of total points).

Given the variability in school size and school need (based on climate scores and prior service utilization), clusters may vary in size. Providers should plan on having, at a minimum, a physical presence in schools five days per week for schools in the “intervene” category, four days per week for schools in the “watch” category, and two (2) days per week in schools tiered at “reinforce” level. For schools in the “model” tier, it may be appropriate to operate from more of a check-in or light-touch approach with flexibility to increase as needed for specific children. As with all services, the amount of physical presence needed should be individualized on a school-by-school basis. While there is usually consistency between where children reside and go to school in elementary and middle school, it is more likely for high-school-aged children to reside in one region and attend school in another region, which is addressed in the design of high-school-specific clusters.

### **2.1.2. Evidence-Based Practices**

A key component of IBHS is the use of EBPs, which is defined as the integration of the best available research with clinical expertise in the context of the child and family’s culture and preferences.<sup>11</sup>

As part of the package of group services, providers will be required to offer three EBPs: Cognitive Behavioral Therapy (CBT), Cognitive Behavioral Intervention for Trauma in Schools (CBITS),<sup>12</sup> and a teacher consultation model called Bridging Mental Health and Education in Urban Schools (BRIDGE).<sup>13</sup>

#### **2.1.2.1. EBP Readiness**

EBPs are a core component of clinical practice in IBHS. As such, CBH will support EBP training in the initial phase of implementation, guided by EPIC and in collaboration with the University of Pennsylvania and other EBP experts. Training and implementation support will be provided for the following EBPs: Cognitive Behavioral Intervention for Trauma in Schools (CBITS), Bounce Back, Cognitive Behavioral Therapy (CBT), and BRIDGE. It is expected that the initial phase of implementation will take multiple years across all involved providers. Providers already implementing other EBPs are expected to continue the provision of such EBPs as indicated.

There remains an ongoing expectation that agencies will continue to maintain or increase capacity to deliver CBITS, CBT, and/or BRIDGE by adding more clinicians through training

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<sup>11</sup> <https://www.apa.org/practice/resources/evidence/>

<sup>12</sup> CBITS, <https://cbitsprogram.org/>

<sup>13</sup> Cappella, E., Hamre, B. K., Kim, H. Y., Henry, D. B., Frazier, S. L., Atkins, M. S., & Schoenwald, S. K. (2012). Teacher consultation and coaching within mental health practice: classroom and child effects in urban elementary schools. *Journal of consulting and clinical psychology, 80*(4), 597–610. doi:10.1037/a0027725

opportunities. CBH and EPIC will aim to coordinate to offer ongoing training opportunities as possible. It is expected that agencies will also prioritize training and avail themselves of opportunities to meet their specific agency needs, which may or may not be CBH-supported.

Providers should also consider internal organizational factors to facilitate successful implementation and sustainability of EBPs. These factors may include, but are not limited to, having agency leadership fully engaged in the implementation and sustainability over time, supporting EBP-infused culture, maintaining capacity among trained clinicians, building capacity to address turnover and increase penetration in the organization, navigating competing demands, integrating policies and practices with EBPs, building stakeholder involvement, and evaluating outcomes.

Following the completion of the training and implementation, providers will be expected to independently sustain the EBPs, including facilitating ongoing referrals and engagement, delivering the EBPs to a volume of individuals and families, maintaining proper documentation and use of measures, and developing strategies to support staff through supervision and to address staff attrition.

DBHIDS has developed an EBP Program Designation to identify providers that are sustaining high quality EBP Programs. Providers who participate in CBH-sponsored training initiatives are expected to develop the following capacities and procedures by the time implementation is complete. Criteria for EBP Designation include:

- Training and consultation
  - Intensive training by a qualified treatment expert
  - Case-specific consultation to translate knowledge to practice
- EBP service delivery
  - Strategies for receiving referrals, assessment, and connecting individuals with EBP-trained counselors
  - Maintaining EBP service volume to meet referral needs and maintain proficiency with the practice
- EBP quality assurance
  - Documentation of use of EBP in treatment plans and notes
  - Supervision of the EBP, including use of EBP-specific tools or checklists
  - Collection of clinical outcome measures appropriate for the EBP
    - Including measures of improved function or quality of life improvement
    - Developing systems for ongoing collection and reporting

Providers are expected to demonstrate sustained capacity for the EBP programs via annual resubmission of the EBP Program Designation Application. Achieving and maintaining EBP Program Designation status will be required for inclusion in rosters of EBP providers.

In your response, please present a clear plan for implementation of new EBPs (CBITS, CBT, BRIDGE) and the development of sustainable programs. The plan should describe your current

capacity and plans to build and sustain these EBPs, with the understanding that CBH will support the initial phase of training and implementation. The plan should consider internal organizational factors to facilitate successful implementation and sustainability of EBPs. These factors may include, but are not limited to, having agency leadership fully engaged in the implementation and sustainability over time, supporting EBP-infused culture, maintaining capacity among trained clinicians, building capacity to address turnover and increase penetration in the organization, navigating competing demands, integrating policies and practices with EBPs, building stakeholder involvement, and evaluating outcomes. Additionally, providers should identify an EBP point person who will serve as the main point of contact for EBP implementation internally and with external stakeholders (CBH/EPIC, EBP experts).

### **2.1.3. Written Order**

Please refer to the IBHS regulations for written order requirements.<sup>14</sup>

### **2.1.4. Assessment**

Please refer to the IBHS regulations for assessment requirements.<sup>15</sup>

### **2.1.5. Service Delivery**

#### **2.1.5.1. Family Engagement**

Family involvement is essential to the successful implementation of IBHS. Successful treatment of children who demonstrate behavioral and/or emotional problems cannot only focus on the child as an individual but must take the family system into account. IBHS providers have the responsibility to engage families as active participants in their child's care. The provider's role includes initially engaging families to help them understand the scope of service provided through IBHS. Further, it is expected that the family will fully participate in all aspects of planning and delivery of services.

#### **2.1.5.2. Individual Services**

**Individual Services** are interventions used to support children and families to reduce and manage behaviors of concern while also increasing the coping skills and prosocial behaviors of children served. Ultimately, the goal is to assist children and families in remaining in their least restrictive setting and community of choice. Staff who provide individual services shall comply with all staffing, training, and supervision requirements as put forth in the IBHS regulations. Services within the continuum include:

- Mobile Therapy includes individual therapy, family therapy, development and revision of the Individual Treatment Plan (ITP), and assistance with crisis stabilization as needed.

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<sup>14</sup> <http://www.pacodeandbulletin.gov/Display/pabull?file=/secure/pabulletin/data/vol49/49-42/1554b.html>

<sup>15</sup> <http://www.pacodeandbulletin.gov/Display/pabull?file=/secure/pabulletin/data/vol49/49-42/1554b.html>

Individual therapy can take the form of CBT and/or the EBPs. See section 2.1.2.

- Behavior Consultant (BC) shall provide clinical direction of services for each child on their caseload, shall revise and update the ITP, and shall provide oversight of the provision of the ITP. The BC should consult with adults across settings in that child's life and create appropriate and reasonable goals.
- Behavioral Health Technician (BHT) services include the implementation of the ITP to fidelity.

All providers will be expected to deliver Cognitive Behavioral Therapy (CBT) as a key modality in individual therapy.

### **2.1.5.3. Group Services**

**Group Services** are therapeutic interventions delivered in group format through psychotherapy, structured activities, and community integration activities that address a child's identified treatment needs in schools and other community settings.<sup>16</sup> As part of the package of group services, providers will be required to offer Cognitive Behavioral Intervention for Trauma in Schools (CBITS).<sup>17</sup> Initially developed for immigrant and minority children and adolescents who were exposed to trauma, this evidence-based intervention highlights the importance of including community stakeholders throughout the dissemination process to ensure cultural competency in service delivery. Typically, this is offered for children in 5<sup>th</sup> through 12<sup>th</sup> grade who have witnessed or experienced trauma in their lives. It is designed to be provided in a school setting and includes group sessions and individual sessions as well as optional parent and teacher sessions. For younger children (ages 5-11), providers are expected to offer Bounce Back, which is an adaption of CBITS,<sup>18</sup> similarly structured to CBITS in terms of number of sessions—including individual work to supplement to group work—Bounce Back is designed for children and families of diverse social and ethnic backgrounds. CBITS and Bounce Back implementation plans will be further defined after the RFP is awarded.

### **2.1.5.4. School Integration and Clinical Consultation**

The expectation for providers in schools goes beyond providing individual and group clinical treatment to children. Integration into the school community and culture is vital to understanding the needs of the children in the schools and the needs of the adults to best support the children. Understanding and leveraging naturalistic resources within the school is critical to sustaining behavioral and emotional supports for the child's ongoing success. To accomplish this, IBHS providers in schools are expected to:

- Ensure school leadership and staff understand the provider's role in the school
- Seek input from school leadership and school staff to assess the resources and the

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<sup>16</sup> [http://www.healthchoices.pa.gov/cs/groups/webcontent/documents/document/c\\_292628.pdf](http://www.healthchoices.pa.gov/cs/groups/webcontent/documents/document/c_292628.pdf)

<sup>17</sup> CBITS, <https://cbitsprogram.org/>

<sup>18</sup> Bounce Back, <https://bouncebackprogram.org/>

needs of the school

- Participate in Multi-Tiered System of Supports meetings related to intensive interventions
- Attend multi-disciplinary meetings to explore treatment options, as needed
- Collaborate with other community-based program staff in the school, including, where applicable, STEP staff to ensure continuity of care and to adhere to concurrent service guidelines
- Provide consultation to teaching and other school-based support staff
- Follow the District's protocol for crisis response, provide consultation to schools during crisis response, and support as needed
- Collaborate with school and other community-based program staff in the school to ensure parent engagement
- Collaborate with other agencies supporting the child to ensure continuity of care
- Collaborate with the school counselor and acute inpatient, partial hospital, or residential treatment facility to ensure transition to school is seamless

During the implementation of IBHS, providers will be expected to work towards training and implementation of Bridging Mental Health and Education in Urban Schools (BRIDGE), an evidence-based teacher consultation model.<sup>19</sup>

#### **2.1.5.5. Care Coordination**

It is the expectation that, initially, one care coordinator will be assigned to each cluster. The care coordinator is responsible for providing supports to families as an adjunct to the clinical treatment. Care Coordination includes assessing children's overall wellbeing and providing supports to children and families to address identified physical and behavioral health needs. The care coordinator should primarily be responsible for engaging children, their families, and other significant persons in a collaborative relationship to promote positive outcomes. Additionally, the care coordinator should spend a considerable amount of time assessing and evaluating the social determinants of health related to each family. To this end, there are two Social Determinant of Health scales which we prefer to be utilized in this process, as they can add additional quantitative data. They are the: (1) Arizona Self-Sufficiency Matrix<sup>20</sup> and (2) OneCare Vermont: Self-Sufficiency Outcomes Matrix.<sup>21</sup> The outcomes from these scales should be incorporated into a robust treatment and support package for each family.<sup>22</sup> More information on these screening tools can be found through the Center for Health Care Strategies. If your agency is currently using a different social determinant of health scale, please present that along with how you have incorporated it into your treatment plan in the past.

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<sup>19</sup> Cappella, E., Hamre, B. K., Kim, H. Y., Henry, D. B., Frazier, S. L., Atkins, M. S., & Schoenwald, S. K. (2012). Teacher consultation and coaching within mental health practice: classroom and child effects in urban elementary schools. *Journal of consulting and clinical psychology, 80*(4), 597–610. doi:10.1037/a0027725

<sup>20</sup> Arizona; [http://www.mnhousing.gov/get/MHFA\\_010996](http://www.mnhousing.gov/get/MHFA_010996)

<sup>21</sup> OneCare Vermont; [https://www.chcs.org/media/OneCare-Vermont-Self-Sufficiency-Outcome-Matrix\\_102517.pdf](https://www.chcs.org/media/OneCare-Vermont-Self-Sufficiency-Outcome-Matrix_102517.pdf)

<sup>22</sup> [Center for Healthcare Strategies, Inc](#)

The care coordinator should be well-versed not only in supports and resources available throughout the City of Philadelphia but also within the local community surrounding the child's school and home. They should identify individual family needs and interface as needed with other relevant systems (i.e. Juvenile Justice, Department of Human Services) to connect families to resources in the community when appropriate. They should also work as part of the service team in the implementation of service plans with goals of retaining or re-engaging the child when needed.

#### **2.1.5.6. Psychologist**

Although the IBHS regulations do not require psychologists, CBH encourages providers to incorporate psychologist time to maximize the clinical skills of psychologists. Strong preference will be given to providers who use the psychologist in the Clinical Director role. Please present a plan for how you will use psychologists to drive the clinical thinking and creation of the ITP, particularly for children and families who are not making progress and provide an overall more consistent presence in the treatment environment.

#### **2.1.5.7. Psychiatry**

To provide IBHS, providers will need to apply for an IBHS license regardless of any other licenses they may hold. We highly encourage providers with an existing mental health outpatient (MHOP) license to maintain that license so that they can continue to provide psychiatric services. If not, or if you don't currently have an OP license, providers should indicate a plan for ensuring provision of psychiatric medication to children served by your IBHS program. Preference in scoring will be given to providers who present a plan on how to ensure psychiatric care as part of service delivery.

#### **2.1.5.8. Family Peer Support**

The Family Peer Specialist will provide support to children and their families by engaging with families, incorporating their voice into treatment, and by providing resources as needed. A Family Peer—an adult with lived experience as a family member of a child with behavioral health challenges—can be helpful to families in supporting initial and continuing engagement with IBHS. Many families may have had previous experiences with behavioral health treatment or with other child serving systems that may make initial and continuing engagement in treatment challenging. The Family Peer is to provide support to families around IBHS from the perspective of a peer. This may include empowering the family to understand their role as a member of the treatment team, providing support and coaching during meetings, and working with families to develop natural supports. It is the expectation that, initially, one family peer will be assigned to each cluster.

#### **2.1.6. Concurrent Services**

IBHS services will not be permitted to occur concurrently with the following levels of care:



- Support Team for Education Partnership (STEP): though an IBHS agency may provide treatment onsite at a STEP school, individual children cannot receive IBHS and STEP concurrently. It is the expectation that STEP teams, in collaboration with school counselors, make appropriate referrals to IBHS agencies.
- Outpatient or Family-Based Services: individual therapy should not occur for children who are receiving outpatient services or family-based services. Behavior Consultant and Behavior Health Technician support can occur in school with ongoing and regular collaboration with outpatient and family-based providers.
- Partial Hospitalization Services: IBHS services should not occur in school for a child who is receiving partial hospital services; however, services can continue in the home as appropriate and with ongoing, regular collaboration with partial hospital.
- Residential Treatment Facility Services: IBHS services should not occur for a child who is receiving treatment at a Residential Treatment Facility provider.

## 2.2. Individuals Served

IBHS are therapeutic behavioral health interventions and supports provided to children under the age of 21 who are enrolled in Medicaid. They must have a behavioral health diagnosis listed in the current DSM and present with difficulty meeting behavioral, social, and/or performance expectations for children in their age group. The difficulties, which may be related to psychological, biological, psychosocial, and/or environmental factors, affect daily functioning. Disruption to daily functioning may include inability to effectively engage in age-appropriate activities, such as inability to engage in age-appropriate friendships, inability to respond in a developmentally expected manner to authority, and/or inability to benefit from community-based opportunities.

It is expected that children and families referred to IBHS will comprise varying racial and socioeconomic backgrounds, and staff must be culturally and linguistically competent, including experience working with families with diverse backgrounds, identities, and related needs. Providers must be prepared to treat and support families whose treatment needs are heavily impacted and informed by social determinants and risk factors, including health complications, substance use challenges, poverty, histories of homelessness/unstable or inadequate housing, and violence in their communities. Programs should also be affirming of LGBTQIA populations, with an ability to sensitively support families in affirming the gender identity, gender expression, and sexual orientation of their children.

## 2.3. Personnel and Required Training

It is critical that applicants employ strategic hiring procedures to identify highly qualified candidates who can support the mission of IBHS to provide individualized, strengths-based treatment across environments. Given the diversity in racial and socioeconomic background of

families who receive IBHS treatment, hiring strategies should aim to form teams whose diversity reflects that of the individuals served and whose training, background, and approach to working with families aligns with the mission of IBHS. Requirements listed below are based on state-level regulations and may possibly be modified within the limits of those regulations, pending any updates to the regulations that occur after the publication of this RFP and/or during implementation.

### **2.3.1. Required Personnel**

Please refer to the IBHS regulations for personnel requirements.<sup>23</sup> CBH is requiring an IBHS agency to also have a Family Peer Specialist and a Care Coordinator.

### **2.3.2. Required Training**

In addition to participating in all OMHSAS and CBH mandatory trainings, all staff must be trained as follows:

- All clinical supervisors and therapists must complete the CBITS/Bounce Back training
- All staff will receive some complement of CBT training
- All staff will receive some complement of BRIDGE training

CBH will provide access to the CBITS/Bounce Back, CBT, and BRIDGE trainings, as described in section 2.1.2.1. Further information will be provided at contract negotiations.

### **2.3.3. Language and Culture**

Applicants should develop plans to ensure that services are delivered in a manner that is welcoming to people from diverse cultures and have the resources to work with individuals and families who speak languages other than English. The plan should include how to respond to the cultural needs and preferences of persons who live in the identified clusters. In addition to linguistic competence, applicants must consider how IBHS will ensure cultural awareness and sensitivity to the populations in designated areas.

## **2.4. Supervision**

Please refer to the IBHS regulations for the full updated requirements for supervision.<sup>24</sup>

## **2.5. Timetable**

It is expected that all services requested through this RFP will be fully operational by the start of

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<sup>23</sup> <http://www.pacodeandbulletin.gov/Display/pabull?file=/secure/pabulletin/data/vol49/49-42/1554b.html>

<sup>24</sup> <http://www.pacodeandbulletin.gov/Display/pabull?file=/secure/pabulletin/data/vol49/49-42/1554b.html>

the 2020-2021 academic school year.

## **2.6. Monitoring**

Awarded providers will be subject to evaluation, program, compliance, and budgetary monitoring by DBHIDS and CBH. On-site reviews, including participation in treatment teams, may occur as deemed necessary by CBH.

## **2.7. Reporting Requirements**

By accepting the award under this RFP, the Applicant(s) agree to comply with the evaluation and reporting requirements of CBH. The Awardee(s) agree to supply all the required data necessary for evaluation purposes and to participate in required assessments. The successful Applicant(s) will also be required to meet all data reporting requirements established by CBH. At a minimum, all presently available encounter data gathered from CBH claim forms will be collected. To fulfill the data reporting requirements, the successful Applicant(s) must work with CBH and, where applicable, the CBH Claims, Program Evaluation, and Information Technology Departments to ensure the quality and completeness of data.

## **2.8. Performance Standards**

The selected Applicant(s) will be required to meet the performance standards established by CBH during the term of the contract along with meeting CBH credentialing, and compliance standards. All successful applicants will be expected to have a compliance plan along with all other required documents for CBH initial credentialing.

## **2.9. Compensation/Reimbursement**

The successful applicants will be paid via an Alternative Payment Model (APM), which is designed to incentivize high-quality and cost-efficient care.

## **2.10. Technological Capabilities**

Applicants must have the technology capabilities required to perform the proposed activities in this RFP. At a minimum, applicants must have electronic claims submission and an electronic health record (EHR) ready for use. Programs must possess appropriate technology to support the ability of staff to deliver services in the community and schools (e.g. cell phones, laptops).

## **3. PROPOSAL FORMAT, CONTENT AND SUBMISSION REQUIREMENTS; SELECTION PROCESS**

### **3.1. Required Proposal Format**

Proposals should include:

- Appendix A: RFP Response Cover Sheet
- Proposal Content: Narrative response and any required attachments to 3.2.1-3.2.7
- Operational documents listed in 3.2.7
- Appendix B: Tax Statement
- Appendix C: Disclosure of Litigation
- Budget Form (available on Contracting page of CBH website posted below RFP)
- Disclosure Forms (available on Contracting page of CBH website posted below RFP)

Proposals must be prepared simply and economically, providing a straightforward, concise description of the applicant's ability to meet the requirements of the RFP. Each proposal must provide all the information detailed in this RFP using the format described below. The narrative portion of the proposal must be presented in print size of 12, using Times New Roman font, single-spaced, on 8.5" by 11" sheets of paper with minimum margins of 1". For each section where it is required, the applicant must fully answer all of the listed questions in the outline form in which they are presented in the RFP. Answers to each question must be numbered/lettered and correspond to the numbered/lettered questions in this RFP. Failure to number and letter the questions or to respond to all questions may result in the proposal being considered non-responsive. Each attachment, appendix, or addendum must reference the corresponding section or subsection number.

Applicants are required to limit their General Narrative Description to 10-15 single-spaced pages, excluding required attachments. Applications should not exceed 15 pages. As a general comment, if you have responded to a requirement in another part of your proposal, make reference to that section and do not repeat your response. Applicants whose narrative exceeds the page limit may have their proposals considered non-responsive and be disqualified.

### **3.2. Proposal Content**

#### **3.2.1. Introduction/Executive Summary**

Prepare a very brief introduction, including a general description of your understanding of the scope and complexity of the proposed project. Briefly indicate scope of services you intend to deliver, including preferred school cluster(s) (see Appendix G).

Provide information on the continuum of services offered by the applicant agency and the length of time the agency has been in existence. Describe previous work and experience providing services similar to those requested in this RFP. Provide examples where you implemented a new service design in an urban setting.

### **3.2.2. Licensure and Location**

Applicants should indicate licensure status, ability to obtain required IBHS license, and enrollment to meet implementation target date of the start of the 2020-2021 academic school year.

### **3.2.3. Corporate Status**

Please indicate whether you are a for-profit or not-for-profit organization and provide legal documentation of that status as an attachment to your proposal. Preference will be given to minority/women/disabled-owned businesses.

### **3.2.4. Governance Structure**

Describe the governing body of your organization. Each applicant must provide a list of the names, gender, race, and business addresses of all members of its Board of Directors. Please indicate which, if any, board members are self-disclosed service recipients or are family members of people who have received services.

### **3.2.5. Program Philosophy**

This section provides the opportunity to describe the vision, values, and beliefs that will be evident in the design and implementation of the proposed services. The applicant should explain how the values of the DBHIDS Practice Guidelines, State regulations, and guiding documents for IBHS will inform the development and implementation of the service. This section should also demonstrate commitment and adherence to the System of Care values and guidelines. Additionally, this section should include a description of how person-first (culturally and linguistically competent) and trauma-informed practices and approaches are incorporated into the applicant organization and into the proposed program. Please include the plan for bringing your services online by the start of the 2020-2021 academic school year, with an equal emphasis on all potential service delivery settings (home, school, and community).

### **3.2.6. Program Design**

#### **3.2.6.1. Evidence-based Practices**

Please describe your plan to implement and sustain EBPs (building from the CBH-provided support for initial training and implementation periods) and present a clear plan, keeping in mind organizational factors that facilitate successful implementation and sustainability. (See 2.1.2.1 EBP Readiness).

### **3.2.6.2. Service Requirements**

Please describe how you will ensure components of IBHS are delivered, including individual and group services, care coordination, family peer, school integration and clinical consultation, psychology, and psychiatry. See sections 2.1.5.2 through 2.1.5.7. Your response should include how you will ensure access to quality services, enhance the sense of competency and self-efficacy of the adults in the home and schools to address a child's behavioral health concerns, and assist children and families in remaining in the least restrictive environment and community of choice.

### **3.2.6.3. Individuals Served**

Please describe your understanding of the needs of families to be served, addressing the details in 2.2. and 2.3.3. Include any previous experience and strategies used in working with particular groups. Also include information such as having family members on your board, employment of peers, family advisory committee, and/or family support groups.

### **3.2.6.4. Personnel and Required Training**

IBHS regulations put a much greater emphasis on increased staff qualifications, supervision of staff, and training than was required under BHRS. Please describe strategies to hire, train, and supervise the required personnel outlined in the IBHS regulations as well as the two positions required by CBH (Family Peer and Care Coordinator). Include your plan to provide psychiatric services (whether through direct staffing or MOUs). A stable workforce will be critical to the success of IBHS. CBH believes a stable workforce can be achieved through the use of full-time, benefited staff. Please include a plan for hiring and training staff by the 2020/2021 academic school year. RFP awardees will be asked to submit a hiring plan about how they envision moving toward full-time benefit staff for IBHS. Preference will be given to those who can demonstrate a plan for full-time benefited employees.

### **3.2.6.5. Geographical Area**

As stated in section 2.1.1, CBH will be moving toward the regionalization of services, so awarded providers will be responsible for providing the full continuum of IBHS individual and group services, across all settings—home, school, and community. Providers will bid on clusters for elementary and middle schools separately from high schools. Please include in your response information to support which cluster(s) you are poised to serve, along with your knowledge and experience working with children, families, and schools within your preferred cluster(s), including your cultural/linguistic competency necessary to meet the needs of your preferred cluster(s). The plan should include how to respond to the cultural needs and preferences of persons who live in identified clusters. Additionally, please discuss the number of cluster(s) which you feel you could reasonably serve and a plan for staffing up to meet this need. CBH will consider your preferences and weigh assignment to areas based on responses to readiness to support but cannot guarantee a match. Please include information related to your agency voluntarily and/or involuntarily ceasing school-based services in the past, what

precipitated the cessation, and what attempts you made to solve the situation with the school. Please identify your preferred clusters as well as five additional geographic clusters as back-up, in order of preference (see Appendix G and Appendix H).

See the following sample table:

Cluster	Choice	Prior experience in these schools? (which school?)	Prior experience in this community?
1	First	Yes, currently provide STS at Example School	Operate outpatient clinic at 123 Main St.
1	First	Currently staff 12 BHRS cases at Example School	Operate multiple outpatient children's services programs in 191xx, 191xx and 191xx
5	Second	No	No
13	Third	No	No
22	Fourth	No	No
33	Fifth	No	No

### 3.2.7. Operational Documentation and Requirements

Applicants must demonstrate the financial capability and fiscal solvency to do the work described in this RFP and as described in their proposal. At a minimum, applicants must meet the financial threshold requirements described below for their proposal to be considered for further review. The following documentation is required at the time of proposal submission and should be submitted as an attachment to the proposal:

- Tax Identification Number
- An overview of your agency's financial status, which will include submission of a certified corporate audit report (with management letter where applicable). If this is not available, please explain and submit a review report by a CPA firm. If neither a certified corporate audit report nor review report is available, please explain and submit a compilation report by a CPA firm. Any of these submissions must be for the most recently ended corporate fiscal year. If the report is not yet available, submit the report for the prior corporate fiscal year. Please note, the most recent report must be submitted prior to any potential contract negotiations. In the case of a start-up with no financial activity, please provide a business plan, including three-year financial projection of Cash Flow, Income Statement, and Balance Sheet.
- Federal Income Tax returns, for for-profit agencies, or IRS Form 990 (Return of Organization Exempt from Income Tax), for non-profit agencies. Either of these

submissions must be for the most recently ended corporate fiscal year. If the tax return is not yet available, submit the return for the prior corporate fiscal year. Please note, the most recent tax return must be submitted prior to any potential contract negotiations. In the case of a start-up, provide proof of corporate charter, corporate tax status, and/or individual tax return(s) of principal(s)/owner(s).

- Proof of payment of all required federal, state, and local taxes (including payroll taxes) for the past twelve (12) months. If pre-operational, provide proof of deposits to cover initial operations.
- Proof of an adequate Line of Credit demonstrating funds available to meet operating needs. If not available, please explain.
- Disclosure of any Bankruptcy Filings or Liens placed on your agency over the past five years. Please include an explanation of either. If there were no Bankruptcy Filings or Liens placed on your agency over the past five years, please include an attestation indicating that this is the case, signed by either your Chief Executive Officer or Chief Financial Officer.
- Certificates of insurance. Certificates of insurance with the named insured entity being the same name and address as the provider contracting with CBH. The insurance company providing coverage must be certified to do business in Pennsylvania or be otherwise acceptable to CBH. The insurances certificate must include the following coverage: General Liability with a minimum of \$2,000,000 aggregate and a minimum of \$2,000,000 per occurrence. Professional Liability with a minimum of \$1,000,000 aggregate and a minimum of \$3,000,000 per occurrence. Professional liability policy may be per occurrence or claims made; if claims made, a two-year tail is required. Automobile Liability with a minimum combined single limit of \$1,000,000. Workers Compensation/Employer Liability with a \$100,000 per Accident; \$100,000 Disease-per Employee; \$500,000 Disease Policy Limit. CBH, the City of Philadelphia, and the Commonwealth of Pennsylvania Department of Public Welfare must be named as an additional insured with respect to your General Liability Policy. The certificate holder must be Community Behavioral Health. Further, for applicants that have passed all threshold review items and are recommended by the Review Committee to be considered for contract negotiations for this RFP, each applicant will be required to provide a statement from an independent CPA attesting to the financial solvency of the applicant agency.

### **3.3. Terms of Contract**

The contract entered into by CBH as a result of this RFP will be designated as a Provider Agreement. Negotiations will be undertaken only with the successful applicants whose applications, including all appropriate documentation (e.g. audits, letters of credit, past performance evaluations, etc.) shows them to be qualified, responsible, and capable of performing the work required in the RFP.

The selected applicants shall maintain full responsibility for maintenance of such insurances as



may be required by law of employers, including (but not limited to) Worker’s Compensation, General Liability, Unemployment Compensation and Employer’s Liability Insurance, and Professional Liability and Automobile Insurance.

### **3.4. Health Insurance Portability and Accountability Act (HIPAA)**

The work to be provided under any contract issued pursuant to this RFP is subject to the federal Health Insurance Portability and Accountability Act (HIPAA), as amended, and/or other state or federal laws or regulations governing the confidentiality and security of health information. The selected applicant(s) will be required to comply with CBH confidentiality standards identified in any contractual agreement between the selected applicant and CBH.

### **3.5. Minority/Women/People with Disabilities Owned Business Enterprises**

CBH is a city-related agency and, as such, its contracted providers must cooperate with the intent of the local municipality regarding minority/women/disabled-owned business enterprises. It is the expectation of CBH that the selected applicants will employ a “Best and Good Faith Efforts” approach to include certified minority, women, and disabled businesses (M/W/DSBE) in the services provided through this RFP where applicable and meet the intent of M/W/DSBE legislation.

The purpose of M/W/DSBE state legislation is to provide equal opportunity for all businesses and to assure that CBH funds are not used, directly or indirectly, to promote, reinforce, or perpetuate discriminatory practices. CBH is committed to fostering an environment in which all businesses are free to participate in business opportunities without the impediments of discrimination and participate in all CBH contracts on an equitable basis.

- For-profit applicants should indicate if their organization is a Minority (MBE), Woman (WBE), and/or Disabled (DSBE) Owned Business Enterprise and certified as such by an approved certifying agency and/or identified in the City of Philadelphia Office of Economic Opportunity (OEO) Certification Registry. If the applicant is M/W/DSBE certified by an approved certifying agency, a copy of certifications should be included with the proposal. Any certifications should be submitted as hard copy attachments to the original application and copies that are submitted to CBH.
- Not-for-profit applicants cannot be formally M/W/DSBE certified. CBH does utilize adapted state definitions to determine the M/W/DSBE status. Criteria are applied to not-for-profit entities to determine M/W/DSBE status in the CBH provider network, as follows (all criteria must be satisfied):
  - At least 51% of the board of directors must be qualified minority individuals

- and/or women and/or people with disabilities.
  - A woman or minority individual or person with a disability must hold the highest position in the company.
  - Minority groups eligible for certification include African Americans, Hispanic Americans, Native Americans, and Asian Americans.
  - Citizenship and legitimate minority group membership must be established through birth certificates, military records, passports, or tribal cards.
- Not-for-profit organizations may have sub-contracting relationships with certified M/W/DSBE for-profit organizations. Not-for-profits should include a listing of their M/W/DSBE certified sub-contractors, along with their certification information.
  - For additional information regarding the Commonwealth of Pennsylvania's M/W/DSBE certification process, [visit this website](#).

### **3.6. City of Philadelphia Tax and Regulatory Status and Clearance Statement**

As CBH is a quasi-governmental, city-related agency, prospective applicants must meet certain City of Philadelphia requirements. It is the policy of the City of Philadelphia to ensure that each contractor and subcontractor has all required licenses and permits and is current with respect to the payment of City taxes or other indebtedness owed to the City (including, but not limited to, taxes collected by the City on behalf of the School District of Philadelphia), and is not in violation of other regulatory provisions contained in The Philadelphia Code. To assist the City in determining this status, through its Department of Revenue and Department of Licenses and Inspections, each applicant is required to complete and return with its proposal a City of Philadelphia Tax and Regulatory Status and Clearance Statement Form (see Appendix B).

If the applicant is not in compliance with the City's tax and regulatory codes, an opportunity will be provided to enter into satisfactory arrangements with the City. If satisfactory arrangements cannot be made within a week of being notified of their non-compliance, applicants will not be eligible for award of the contract contemplated by this RFP.

All selected applicants will also be required to assist the City in obtaining the above information from its proposed subcontractors (if any). If a proposed subcontractor is not in compliance with City Codes and fails to enter into satisfactory arrangements with the City, the non-compliant subcontractor will be ineligible to participate in the contract contemplated by this RFP and the selected applicant may find it necessary to replace the non-compliant subcontractor with a compliant subcontractor. Applicants are advised to take these City policies into consideration when entering into their contractual relationships with proposed subcontractors.

Applicants need not have a City of Philadelphia Business Privilege Tax Account Number and

Business Privilege License Number to respond to this RFP, but will, in most circumstances, be required to obtain one or both if selected for award of the contract contemplated by the RFP. Proposals for a Business Privilege Tax Account Number or a Business Privilege License may be made on line by visiting the [City of Philadelphia Business Service site](#) and clicking on “Register Your Business.” If you have specific questions, call the Department of Revenue at 215-686-6600 for questions related to City of Philadelphia Business Privilege Tax Account Number or the Department of Licenses and Inspections at 215-686-2490 for questions related to the Business Privilege License.

### **3.7. Compliance with Philadelphia 21st Century Minimum Wage and Benefits Ordinance**

Applicants are advised that any contract awarded pursuant to this RFP is a “Service Contract,” and the successful applicant under such contract is a “Service Contractor,” as those terms are defined in Chapter 17-1300 of the Philadelphia Code (“Philadelphia 21st Century Minimum Wage and Benefits Standard Ordinance”). Any Subcontractor and any sub-subcontractor at any tier proposed to perform services sought by this RFP is also a “Service Contractor” for purposes of Chapter 17-1300. If any such Service Contractor (i.e. applicant and subcontractors at any tier) is also an “Employer,” as that term is defined in Section 17-1302 (more than five employees), and is among the Employers listed in Section 17-1303 of the Code, then during the term of any resulting contract, it is subject to the minimum wage and benefits provisions set forth in Chapter 17-1300 unless it is granted a waiver or partial waiver under Section 17-1304. Absent a waiver, these minimum wage and benefits provisions, which include a minimum hourly wage that is adjusted annually based on the CPI, health care, and sick leave benefits, are mandatory and must be provided to applicant’s employees or the employees of any subcontractor at any tier who perform services related to the City contract resulting from this RFP. Applicants and any subcontractors at any tier proposed by Applicants are strongly encouraged to consult Chapter 17-1300 of the Philadelphia Code, the General Provisions, and the About/Minimum Wage and Equal Benefits Ordinances Impacting Some City Contractors links on the eContract Philly home page for further details concerning the applicability of this Chapter to, and obligations it imposes on, certain City contractors and subcontractors at any tier. In addition to the enforcement provisions contained in Chapter 17-1300, the successful applicant’s failure or the failure of any subcontractor at any tier to comply (absent an approved waiver) with the provisions of Chapter 17-1300, or any discrimination or retaliation by the successful applicant or applicant’s subcontractors at any tier against any of their employees on account of having claimed a violation of Chapter 17-1300, shall be a material breach of any Service Contract resulting from this RFP. By submitting a proposal in response to this RFP, applicants acknowledge that they understand and will comply with the requirements of Chapter 17-1300 and will require the compliance of their subcontractors at any tier if awarded a contract pursuant to this RFP. Applicants further acknowledge that they will notify any subcontractors at any tier proposed to perform services related to this RFP of the requirements of Chapter 17-1300.

### **3.8. Certification of Compliance with Equal Benefits Ordinance**

If this RFP is a solicitation for a “Service Contract” as that term is defined in Philadelphia Code Section 17-1901(4) (“a contract for the furnishing of services to or for the City, except where services are incidental to the delivery of goods. The term does not include any contract with a governmental agency.”), and will result in a Service Contract in an amount in excess of \$250,000, pursuant to Chapter 17-1900 of the Philadelphia Code (1 A link to the Philadelphia Code is available on the City’s official web site, [www.phila.gov](http://www.phila.gov). Click on “City Code and Charter,” located to the bottom right of the Welcome page under the box “Transparency.”), the successful Applicant shall, for any of its employees who reside in the City, or any of its employees who are non-residents subject to City wage tax under Philadelphia Code Section 19-1502(1)(b), be required to extend the same employment benefits the successful applicant extends to spouses of its employees to life partners of such employees, absent a waiver by the City under Section 17-1904. By submission of their Proposals in response to this RFP, all applicants so acknowledge and certify that, if awarded a Service Contract pursuant to this RFP, they will comply with the provisions of Chapter 17-1900 of the Philadelphia Code and will notify their employees of the employment benefits available to life partners pursuant to Chapter 17-1900. Following the award of a Service Contract subject to Chapter 17-1900 and prior to execution of the Service Contract by the City, the successful applicant shall certify that its employees have received the required notification of the employment benefits available to life partners and that such employment benefits will actually be available, or that the successful applicant does not provide employment benefits to the spouses of married employees. The successful applicant’s failure to comply with the provisions of Chapter 17-1900 or any discrimination or retaliation by the successful applicant against any employee on account of having claimed a violation of Chapter 17- 1900 shall be a material breach of the any Service Contract resulting from this RFP. Further information concerning the applicability of the Equal Benefits Ordinance, and the obligations it imposes on certain City contractors, is contained in the About/Minimum Wage and Equal Benefits Ordinances Impacting Some City Contractors links on the eContract Philly home page.

### **3.9. City of Philadelphia Disclosure Forms**

Applicants and subcontractors are required to complete the City of Philadelphia Disclosure Forms (see separate website Attachment) to report campaign contributions to local and state political candidates and incumbents; any consultants used in responding to the RFP and contributions those consultants have made; prospective subcontractors; and whether applicant or any representative of applicant has received any requests for money or other items of value or advice on particular firms to satisfy minority-, woman-, or disabled-owned business participation goals. These forms must be completed and returned with the proposal. The forms are attached as a separate PDF on the website posting.

### **3.10. CBH Disclosure of Litigation Form**

The applicant shall describe any pending, threatened, or contemplated administrative or judicial proceedings that are material to the applicant's business or finances including, but not limited to, any litigation, consent orders, or agreements between any local, state, or federal regulatory agency and the applicant or any subcontractor the applicant intends to use to perform any of the services described in this RFP. Failure to disclose any of the proceedings described above may be grounds for disqualification of the applicant's submission. Complete and submit with your proposal the CBH Disclosure of Litigation Form (see Appendix C).

### **3.11. Selection Process and Responses**

An application review committee will review all responses to this RFP. Based on the criteria detailed below, the committee will make recommendations concerning the submissions that are best able to meet the goals of the RFP.

Submissions will be reviewed based upon the merits of the written response to the RFP.

### **3.12. Threshold Requirements**

Threshold requirements provide a baseline for all proposals, which means they provide basic information that all applicants must meet. Failure to meet all of these requirements may disqualify an applicant from consideration through this RFP. Threshold requirements include timely submission of a complete proposal with responses to all sections and questions outlined herein. In addition, all required attachments must be submitted. Threshold requirements include having the requisite experience and licenses to implement the program and being a service provider in good standing with the City and CBH (as applicable).

CBH will determine if a provider is in good standing by reviewing information gathered through various departments across DBHIDS. A determination is based on, but not limited to, the following criteria: re-credentialing status history, compliance error rate history, quality improvement plan status, and financial solvency. When applicable, state licensure status will also be reviewed and taken into consideration and discussed with PA Department of Human Services.

Neither the provider nor its staff, contractors, subcontractors, or vendors may be on any of the three Excluded Individuals and Entities lists:

- List of Excluded Individuals and Entities (LEIE) <http://oig.hhs.gov/fraud/exclusions.asp>;
- System for Award Management (SAM) *(formerly Excluded Parties List System (EPLS))* <https://www.sam.gov>;
- Department of Human Services' Medichex List

<http://www.dhs.state.pa.us/publications/medichecksearch/>

For this RFP, the applicant must include an attached statement that the provider and its staff, subcontractors, or vendors have been screened for and are not on any of the three Excluded Individuals and Entities lists. Ongoing, the provider must conduct monthly screening of its own staff, contractors, subcontractors, and vendors for excluded individuals on the three Excluded Individuals and Entities lists.

## 4. APPLICATION ADMINISTRATION

### 4.1. Procurement Schedule

The anticipated procurement schedule is as follows:

RFP Event	Deadline Date
RFP Issued	12/13/2019
Bidder's Conference	12/20/2019
Deadline to Submit Questions	1/3/2020
Answers to Questions on Website	1/9/2020
Application Submission Deadline	2/25/2020
Applicants Identified for Contract Negotiations	5/1/2020 <sup>25</sup>
Project Start Date	Start of 2020-2021 academic school year

CBH reserves the right to modify the schedule as circumstances warrant.

Questions related to this RFP should be submitted, via e-mail, by 5:00 p.m. on Friday, January 3, 2020, to [Amal.El-Nageh@phila.gov](mailto:Amal.El-Nageh@phila.gov).

This RFP is issued on December 13, 2019. In order to be considered for selection, all applications must be delivered to the address below no later than 2:00 p.m. on February 25, 2020.

Community Behavioral Health  
801 Market Street, 7th Floor  
Philadelphia, PA 19107  
ATTN: Amal El-Nageh

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<sup>25</sup> Updated on April 14, 2020; originally set for April 17, 2020.

- Application packages should be marked “IBHS RFP.” Applications submitted by any means other than mailing, courier, or hand delivery will not be accepted.
- Applicants must submit an electronic version of the application prepared as a PDF document placed onto a compact disc or flash drive.
- Applicants must submit one (1) hard copy with original signatures.
- Applications submitted after the deadline date and time will be returned unopened.
- The individual applicant or an official of the submitting agency, authorized to bind the agency to all provisions noted in the application, must sign the cover sheet of the application.

## **4.2. Interviews/Presentations**

Applicants may be required to make an oral presentation concerning various aspects of their application to CBH. Such presentations provide an opportunity for applicants to clarify their application to ensure a thorough and mutual understanding. CBH will schedule such presentations on an as needed basis.

## **4.3. Term of Contract**

CBH reserves the right to set the rates for this service, budgets and rates notwithstanding. Continuation of funding is contingent upon the availability of funds, quality of service being provided, and contract compliance. CBH reserves the right to continue subsequent yearly contracts. All contracts become binding on the date of signature by the provider agency’s chief executive officer and Community Behavioral Health’s chief executive officer. CBH reserves the right to reissue all or part of the RFP if it is not able to establish acceptable providers for any or all services. CBH also reserves the right to amend contracts throughout the contract period and to renegotiate the contract length as needed.

# **5. GENERAL RULES GOVERNING RFPS/APPLICATIONS; RESERVATION OF RIGHTS; CONFIDENTIALITY AND PUBLIC DISCLOSURE**

## **5.1. Revisions to RFP**

CBH reserves the right to change, modify, or revise the RFP at any time. Any revision to this RFP will be posted on the CBH website with the original RFP. It is the applicant’s responsibility to check the website frequently to determine whether additional information has been released or requested.

## 5.2. City/CBH Employee Conflict Provision

City of Philadelphia or CBH employees and officials are prohibited from submitting an application in response to this RFP. No application will be considered in which a City or CBH employee or official has a direct or indirect interest. Any application may be rejected that, in CBH's sole judgment, violates these conditions.

## 5.3. Proposal Binding

By signing and submitting its proposal, each applicant agrees that the contents of its proposal are available for establishment of final contractual obligations for a minimum of 180 calendar days from the proposal deadline for this RFP. An applicant's refusal to enter into a contract which reflects the terms and conditions of this RFP or the applicant's proposal may, in the sole discretion of CBH, result in rejection of applicant's proposal.

## 5.4. Reservation of Rights

By submitting its response to this notice of Request for Proposals as posted on the CBH website, the applicant accepts and agrees to this Reservation of Rights. The term "notice of request for proposals," as used herein, shall mean this RFP and include all information posted on the CBH website in relation to this RFP.

### 1. Notice of Request for Proposals (RFP)

CBH reserves the right, and may, in its sole discretion, exercise any one or more of the following rights and options with respect to this notice of contract opportunity:

- (a) to reject any and all applications and to reissue this RFP at any time;
- (b) to issue a new RFP with terms and conditions substantially different from those set forth in this or a previous RFP;
- (c) to issue a new RFP with terms and conditions that are the same or similar as those set forth in this or a previous RFP in order to obtain additional applications or for any other reason CBH determines to be in their best interest;
- (d) to extend this RFP in order to allow for time to obtain additional applications prior to the RFP application deadline or for any other reason CBH determines to be in its best interest;
- (e) to supplement, amend, substitute, or otherwise modify this RFP at any time prior to issuing a notice of intent to develop a provider agreement or consultant contract to one or more applicants;
- (f) to cancel this RFP at any time prior to the execution of a final provider agreement whether or not a notice of intent to develop a provider agreement has been issued, with or without issuing, in CBH's sole discretion, a new RFP for



the same or similar services;

- (g) to do any of the foregoing without notice to applicants or others, except such notice as CBH, in its sole discretion, elects to post on the CBH website.

## 2. Proposal Selection and Contract Negotiation

CBH may, in its sole discretion, exercise any one or more of the following rights and options with respect to application selection:

- (a) to reject any application if CBH, in its sole discretion, determines the application is incomplete, deviates from or is not responsive to the requirements of this RFP, does not comply with applicable law, is conditioned in any way, or contains ambiguities, alterations or items of work not called for by this RFP, or if CBH determines it is otherwise in its best interest to reject the application to reject any application if, in CBH's sole judgment, the applicant has been delinquent or unfaithful in the performance of any contract with CBH or with others; is delinquent, and has not made arrangements satisfactory to CBH, with respect to the payment of City taxes or taxes collected by the City, or other indebtedness owed to the City; is not in compliance with regulatory codes applicable to applicant; is financially or technically incapable; or is otherwise not a responsible applicant;
- (b) to waive any defect or deficiency in any application, including, without limitation, those identified in subsections 1) and 2) preceding, if, in CBH's sole judgment, the defect or deficiency is not material to the application;
- (c) to require, permit, or reject, in CBH's sole discretion, amendments (including, without limitation, information omitted), modifications, clarifying information, and/or corrections to their applications by some or all of the applicants at any time following application submission and before the execution of a final provider agreement or consultant contract;
- (d) to issue a notice of intent to develop a provider agreement or consultant contract and/or execute a provider agreement and/or consultant contract for any or all of the items in any application, in whole or in part, as CBH, in its sole discretion, determines to be in CBH's best interest;
- (e) to enter into negotiations with any one or more applicants regarding price, scope of services, or any other term of their applications, and such other agreement or contractual terms as CBH may require, at any time prior to execution of a provider agreement or consultant contract, whether or not a notice of intent to develop a provider agreement or consultant contract has been issued to any applicant and without reissuing this RFP;
- (f) to enter into simultaneous, competitive negotiations with multiple applicants or to negotiate with individual applicants, either together or in sequence, and to permit or require, as a result of negotiations, the expansion or reduction of the scope of services or changes in any other terms of the submitted applications, without informing other applicants of the changes or affording them the

- opportunity to revise their applications in light thereof, unless CBH, in its sole discretion, determines that doing so is in and CBH's best interest;
- (g)** to discontinue negotiations with any applicant at any time prior to the execution of a provider agreement or consultant contract, whether or not a notice of intent to develop a provider agreement or consultant contract has been issued to the applicant, and to enter into negotiations with any other applicant, if CBH, in its sole discretion, determines it is in the best interest of CBH to do so;
  - (h)** to rescind, at any time prior to the execution of a provider agreement or consultant contract, any notice of intent to develop a provider agreement or consultant contract to an applicant, and to issue or not issue a notice of intent to develop a provider agreement or consultant contract to the same or a different applicant and enter into negotiations with that applicant, if CBH, in its sole discretion, determines it is in the best interest of CBH to do so;
  - (i)** to elect not to enter into any provider agreement or consultant contract with any applicant, whether or not a notice of intent to develop a provider agreement or consultant contract has been issued and with or without the reissuing this RFP, if CBH determines that it is in CBH's best interest to do so;
  - (j)** to require any one or more applicants to make one or more presentations to CBH at CBH's offices or other location as determined by CBH, at the applicant's sole cost and expense, addressing the applicant's application and its ability to achieve the objectives of this RFP;
  - (k)** to conduct on-site investigations of the facilities of any one or more applicants (or the facilities where the applicant performs its services);
  - (l)** to inspect and otherwise investigate projects performed by the applicant, whether or not referenced in the application, with or without consent of or notice to the applicant;
  - (m)** to conduct such investigations with respect to the financial, technical, and other qualifications of each applicant as CBH, in its sole discretion, deem necessary or appropriate;
  - (n)** to permit, at CBH's sole discretion, adjustments to any of the timelines associated with this RFP, including, but not limited to, extension of the period of internal review, extension of the date of provider agreement or consultant contract award and/or provider agreement or consultant contract execution, and extensions of deadlines for implementation of the proposed project; and
  - (o)** to do any of the foregoing without notice to applicants or others, except such notice as CBH, in its sole discretion, elects to post on its website.

### 3. Miscellaneous

- (a)** Interpretation; Order of Precedence. In the event of conflict, inconsistency or variance between the terms of this Reservation of Rights and any term, condition, or provision contained in any RFP, the terms of this Reservation of Rights shall govern.

- (b) Headings. The headings used in this Reservation of Rights do not in any way define, limit, describe, or amplify the provisions of this Reservation of Rights or the scope or intent of the provisions, and are not part of this Reservation of Rights.

## **5.5. Confidentiality and Public Disclosure**

The successful applicant shall treat all information obtained from CBH that is not generally available to the public as confidential and/or proprietary to CBH. The successful applicant shall exercise all reasonable precautions to prevent any information derived from such sources from being disclosed to any other person. The successful applicant agrees to indemnify and hold harmless CBH, its officials and employees, from and against all liability, demands, claims, suits, losses, damages, causes of action, fines, and judgments (including attorney's fees) resulting from any use or disclosure of such confidential and/or proprietary information by the successful applicant or any person acquiring such information, directly or indirectly, from the successful applicant.

By preparation of a response to this RFP, applicants acknowledge and agree that CBH, as a quasi-public corporation, is subject to state and local public disclosure laws and, as such, is legally obligated to disclose to the public documents, including applications, to the extent required hereunder. Without limiting the foregoing sentence, CBH's legal obligations shall not be limited or expanded in any way by an applicant's assertion of confidentiality and/or proprietary data.

## **5.6. Incurring Costs**

CBH is not liable for any costs incurred by applicants for work performed in preparation of a response to this RFP.

## **5.7. Prime Contractor Responsibility**

The selected contractor will be required to assume responsibility for all services described in their applications whether or not they provide the services directly. CBH will consider the selected contractor as sole point of contact with regard to contractual matters.

## **5.8. Disclosure of Proposal Contents**

Information provided in applications will be held in confidence and will not be revealed or discussed with competitors. All material submitted as part of the RFP process becomes the property of CBH and will only be returned at CBH's option. Applications submitted to CBH may be reviewed and evaluated by any person other than competing applicants. CBH retains the

right to use any/all ideas presented in any reply to this RFP. Selection or rejection of an application does not affect this right.

## **5.9. Selection/Rejection Procedures**

The applicant(s) whose submissions are selected by CBH will be notified in writing as to the selection, and their selection will also be posted on the CBH website. Information will be provided in this letter as to any issues within the application that will require further discussion or negotiation with CBH. This letter should not be considered as a letter of award. A formal letter of award will be forthcoming at such time when mutual agreement has been reached by the parties on all issues pertaining to the application. Applicants whose submissions are not selected will also be notified in writing by CBH.

## **5.10. Non-Discrimination**

The successful applicant, as a condition of accepting and executing a contract with CBH through this RFP, agrees to comply with all relevant sections of the Civil Rights Act of 1964, the Pennsylvania Human Relations Act, Section 504 of the Federal Rehabilitation Act of 1973, and the Americans with Disabilities Act, hereby assuring that:

The contractor does not and will not discriminate against any person because of race, color, religious creed, ancestry, national origin, age, sex, sexual orientation, handicap, or disability in providing services, programs, or employment or in its relationship with other contractors.

## **5.11. Life of Proposals**

CBH expects to select the successful applicants as a result of this RFP within approximately 90 days of the submission deadline. However, proposals that are submitted may be considered for selection up to 180 days following the submission deadline of this RFP. By submission of a proposal, respondents agree to hold the terms of their proposal open to CBH for up to 180 days following the submission deadline.

# APPENDIX A: RFP RESPONSE COVER SHEET

## COMMUNITY BEHAVIORAL HEALTH

CORPORATE NAME OF APPLICANT ORGANIZATION \_\_\_\_\_

CORPORATE ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_

PROGRAM SITE LOCATION \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_

MAIN CONTACT PERSON \_\_\_\_\_

TITLE \_\_\_\_\_ TELEPHONE # \_\_\_\_\_

E-MAIL ADDRESS \_\_\_\_\_ FAX # \_\_\_\_\_

\_\_\_\_\_  
SIGNATURE OF OFFICIAL AUTHORIZED TO BIND APPLICANT TO A PROVIDER AGREEMENT TITLE

\_\_\_\_\_  
PRINTED/TYPED NAME OF AUTHORIZED OFFICIAL IDENTIFIED ABOVE

DATE SUBMITTED \_\_\_\_\_

## APPENDIX B: TAX STATEMENT

### CITY OF PHILADELPHIA TAX AND REGULATORY STATUS AND CLEARANCE STATEMENT FOR APPLICANTS

#### THIS IS A CONFIDENTIAL TAX DOCUMENT NOT FOR PUBLIC DISCLOSURE

This form must be completed and returned with Applicant’s proposal in order for Applicant to be eligible for award of a contract with the City. Failure to return this form will disqualify Applicant’s proposal from further consideration by the contracting department. Please provide the information requested in the table, check the appropriate certification option and sign below:

Applicant Name	
Contact Name and Title	
Street Address	
City, State, ZIP Code	
Phone Number	
Federal Employer Identification Number or Social Security Number:	
Philadelphia Business Income and Receipts Tax Account Number (f/k/a Business Privilege Tax) (if none, state “none”)*	
Commercial Activity License Number (f/k/a Business Privilege License) (if none, state “none”)*	

\_\_\_\_\_ I certify that the Applicant named above has all required licenses and permits and is current, or has made satisfactory arrangements with the City to become current with respect to the payment of City taxes or other indebtedness owed to the City (including, but not limited to, taxes collected by the City on behalf of the School District of Philadelphia), and is not in violation, or has made satisfactory arrangements to cure any violation, or other regulatory provisions applicable to Applicant contained in The Philadelphia Code.

I certify that the Applicant named above does not currently do business, or otherwise have an economic presence in Philadelphia. If Applicant is awarded a contract with the City, it promptly will take all steps necessary to bring it into compliance with the City’s tax and other regulatory requirements.

\_\_\_\_\_  
Authorized Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name and Title

\* You can apply for a City of Philadelphia Business Income and Receipts Tax Account Number or a Commercial Activity License online after you have registered your business on the City’s Business Services website located at <http://business.phila.gov/Pages/Home.aspx>. Click on “Register” or “Register Now” to register your business

## APPENDIX C: CBH DISCLOSURE OF LITIGATION FORM

The Applicant shall describe in the space below any pending, threatened, or contemplated administrative or judicial proceedings that are material to the Applicant's business or finances, including, but not limited to, any litigation, consent orders, or agreements between any local, state, or federal regulatory agency and the Applicant or any subcontractor the Applicant intends to use to perform any of the services described in this RFP.

Not Applicable

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Signature

Print Name

Date

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Comp

## **APPENDIX D: BHRS EXCEPTIONS NOT INCLUDED IN THE RFP**

- Applied Behavior Analysis (ABA)
- Summer Therapeutic Activities Program (STAP)
- Children's Therapeutic Services and Supports (CTSS)
- Early Childhood Treatment Programs to include SPIN Best, PACT, PFI, CORE, and Create
- Wellness and Resiliency Program
- Afterschool Program
- Functional Family Therapy (FFT)
- Multisystemic Therapy-Problem Sexual Behavior (MST-PSB)



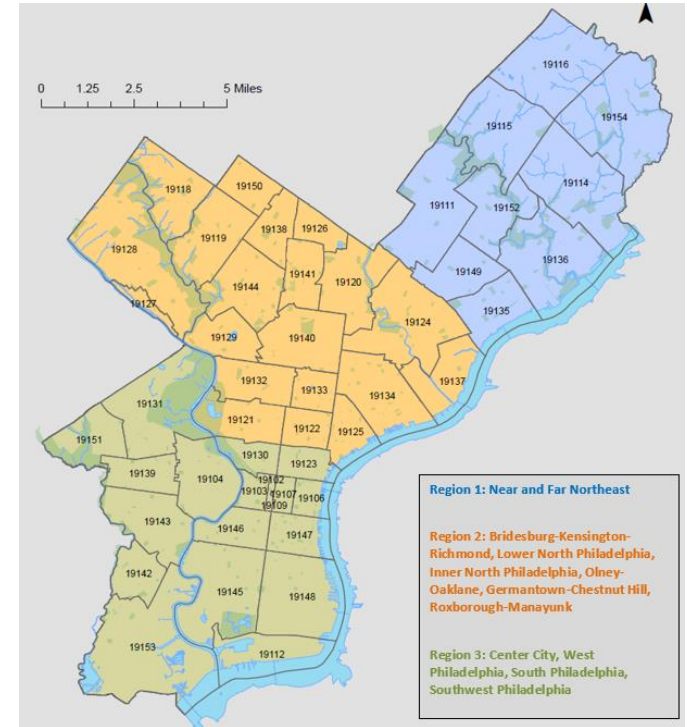
## APPENDIX E: CONTINUUM OF CHILD AND ADOLESCENT SERVICES

	Infancy	Early Childhood	Childhood	Early Adolescence	Adolescence	Young Adult
<b>Prevention</b>	<b>Natural and Community Based Supports, Prevention programs via DHS/DBH/OVR/OAS/IDS/Courts/School District</b>					
<b>Community Treatment Supports</b>		Case Management (BCM, ECM, COC)				
			HiFi Wrap (JJ involved Youth 10-17)			
<b>Assessment</b>		Crisis Assessment				
		Outpatient Assessment Access Centers				
		Provider Based Assessments (CBE, EAS, FBA)				
<b>Crisis Intervention</b>		Children's Mobile Crisis Teams (CMCT)				
		Crisis Mobile Intervention Service (CMIS)				
<b>Community Based Child and Family Treatment Services</b>	Outpatient Treatment (Individual, Family, Group)					
		Intensive Behavioral Health Services (BSC, MT, TSS, CIRT, CTSS)				
		School Based Interventions (STS, TESC)				
		Therapeutic Summer and Afterschool Programs (ASP, STAP and Group TSS Camps)				
		Early Childhood Treatment Program				
			Long Term Partial			
		Family Services (FBS, FFT, MST-PSB, PHICAPS)				
	Applied Behavioral Analysis (ABA)					
<b>Alcohol and Other Drug Treatment</b>				Outpatient		
				Intensive Outpatient Treatment		
				Short and Long Term Residential		
<b>Residential Services</b>		Community Residential Rehabilitation - Host Home				
		Residential Treatment Facility				
					Residential Treatment Facility - Adult	
<b>Acute Services</b>		Acute Partial Hospital				
		Inpatient Crisis Stabilization Units				
		Acute Inpatient Hospital				

Updated December 2019

## APPENDIX F: REGIONALIZATION

Region	Neighborhoods	ZIP Codes
Region 1	Near and Far Northeast	19111, 19114-19116, 19135, 19136, 19149, 19152, 19154
Region 2	Bridesburg-Kensington-Richmond, Lower North Philadelphia, Inner North Philadelphia, Olney- Oaklane, Germantown-Chestnut Hill, Roxborough-Manayunk	19118-19122, 19124-19129, 19132-19134, 19137-19138, 19140-19141, 19144, 19150
Region 3	Center City, West Philadelphia, South Philadelphia, Southwest Philadelphia	19102-19104, 19106-19107, 19109, 19112, 19123, 19130-19131, 19139, 19142-19143, 19145-19148, 19151, 19153



## APPENDIX G: SCHOOL CLUSTERS

Providers may use the updated grid, along with public and charter school enrollment numbers and prior average utilization of behavioral health services, to estimate number and types of staff needed to adequately meet the needs of children in their clusters of interest. School enrollment information can be found at the School District of Philadelphia website [here](#). Based on prior year utilization of behavioral health services, providers may calculate 2-7% of the total enrollment as an estimate of the number of children participating in behavioral health treatment. Providers may apply the 2% to “Model” schools, 4% to “Reinforce” schools, and 7% to “Watch” and “Intervene” schools. Please note that prior utilization is not a guarantee of future utilization. Charter schools are marked in red italics.

Region 1 Elementary and Middle Schools	Cluster	ZIP Code	Level	Grade Band	Climate Score
Carnell, Laura H.	1	19111	Elem	K to 5	Intervene
Fox Chase	1	19111	Elem	K to 5	Model
Moore, J. Hampton School	1	19111	Elem	K to 5	Model
Crossan, Kennedy C. School	1	19111	Elem	K to 5	Reinforce
Wilson, Woodrow Middle School	1	19111	Middle	6 to 8	Reinforce
<i>Mathematics, Science &amp; Technology II-MaST II Rising Sun</i>	<i>1</i>	<i>19111</i>	<i>Elem</i>	<i>K to 4</i>	
<i>Tacony Academy Charter School - Am. Paradigm</i>	<i>1</i>	<i>19111</i>	<i>Elem-Mid</i>	<i>K to 8</i>	
Holme, Thomas School	2	19114	Elem	K to 6	Reinforce
Hancock, John Demonstration School	2	19114	Elem-Mid	K to 8	Reinforce
Comly, Watson School	2	19116	Elem	K to 5	Model
Loesche, William H. School	2	19116	Elem	K to 5	Model
Fitzpatrick, A. L. School	2	19154	Elem-Mid	K to 8	Reinforce
Decatur, Stephen School	2	19154	Elem-Mid	K to 8	Reinforce
<i>Phila Acad Ch ES</i>	<i>2</i>	<i>19116</i>	<i>Elem-Mid</i>	<i>K to 8</i>	
<i>Mathematics, Science &amp; Technology III-MaST III Crown Way</i>	<i>2</i>	<i>19154</i>	<i>Elem</i>	<i>K to 5</i>	
Frank, Anne	3	19115	Elem	K to 5	Model
Greenberg, Joseph School	3	19115	Elem-Mid	K to 8	Model
Baldi Middle School	3	19115	Middle	6 to 8	Model
Rhawnhurst School	3	19152	Elem	K to 5	Model
Pollock, Robert B. School	3	19152	Elem	K to 6	Reinforce
Farrell, Louis H. School	3	19152	Elem-Mid	K to 8	Model
Meehan, Austin Middle School	3	19152	Middle	7 to 8	Watch
Solis-Cohen, Solomon School	4	19149	Elem	K to 5	Model
Allen, Ethan School	4	19149	Elem-Mid	K to 8	Reinforce
Mayfair School	4	19149	Elem-Mid	K to 8	Reinforce
Ziegler, William H. School	5	19149	Elem-Mid	K to 8	Watch
Spruance, Gilbert School	5	19149	Elem-Mid	K to 8	Watch

<b>Region 1 Elementary and Middle Schools</b>	<b>Cluster</b>	<b>ZIP Code</b>	<b>Level</b>	<b>Grade Band</b>	<b>Climate Score</b>
Lawton, Henry W. School	6	19135	Elem	K to 5	Watch
Disston, Hamilton School	6	19135	Elem-Mid	K to 8	Intervene
<i>Keystone Academy Charter School</i>	<i>6</i>	<i>19135</i>	<i>Elem-Mid</i>	<i>K to 8</i>	
Brown, Joseph H School	7	19136	Elem	K to 6	Watch
Forrest, Edwin School	7	19136	Elem	K to 6	Watch
<i>New Foundations CS</i>	<i>7</i>	<i>19136</i>	<i>Elem-Mid</i>	<i>K to 8</i>	

<b>Region 1 High Schools</b>	<b>Cluster</b>	<b>ZIP Code</b>	<b>Level</b>	<b>Grade Band</b>	<b>Climate Score</b>
No SDP HS in ZIP Code	7	19135			
No SDP HS in ZIP Code	7	19149			
Pennypack House	7	19136	High	9 to 12	N/A
Lincoln, Abraham High School	7	19136	High	9 to 12	Watch
<i>Tacony Academy Charter School</i>	<i>7</i>	<i>19135</i>	<i>High</i>	<i>9 to 12</i>	
<i>New Foundations Charter School</i>	<i>7</i>	<i>19136</i>	<i>High</i>	<i>9 to 12</i>	
Swenson Arts/Tech High School	8	19114	High	9 to 12	Reinforce
No SDP HS in ZIP Code	8	19152			
Washington, George High School	8	19116	High	9 to 12	Reinforce
Arts Acad. @ Benjamin Rush	8	19154	High	9 to 12	Model
<i>Mathematics, Science &amp; Technology I - MaST I Byberry</i>	<i>8</i>	<i>19116</i>	<i>Elem-High</i>	<i>K to 12</i>	
<i>Philadelphia Academy Charter School</i>	<i>8</i>	<i>19116</i>	<i>High</i>	<i>9 to 12</i>	
Northeast High School EOP	9	19111	High	EOP	Model (Excelling)
Northeast High School	9	19111	High	9 to 12	Reinforce
No SDP HS in ZIP Code	9	19115			

<b>Region 2 Elementary and Middle Schools</b>	<b>Cluster</b>	<b>ZIP Code</b>	<b>Level</b>	<b>Grade Band</b>	<b>Climate Score</b>
Jenks Academy Arts & Sciences	10	19118	Elem-Mid	K to 8	Model
Emlen, Eleanor C. School	10	19119	Elem	K to 5	Reinforce
Henry, Charles W. School	10	19119	Elem-Mid	K to 8	Reinforce
Houston, Henry H. School	10	19119	Elem-Mid	K to 8	Watch
Dobson, James School	10	19127	Elem-Mid	K to 8	Reinforce
Shawmont School	10	19128	Elem-Mid	K to 8	Reinforce
Cook-Wissahickon School	10	19128	Elem-Mid	K to 8	Reinforce
AMY Northwest	10	19128	Middle	6 to 8	Model
<i>Green Woods Charter School</i>	<i>10</i>	<i>19128</i>	<i>Elem-Mid</i>	<i>K to 8</i>	

<b>Region 2 Elementary and Middle Schools</b>	<b>Cluster</b>	<b>ZIP Code</b>	<b>Level</b>	<b>Grade Band</b>	<b>Climate Score</b>
Pennypacker, Samuel School	11	19138	Elem-Mid	K to 8	Intervene
Day, Anna B. School	11	19138	Elem-Mid	K to 8	Watch
McCloskey, John F. School	11	19150	Elem-Mid	K to 8	Intervene
Edmonds, Franklin S. School	11	19150	Elem-Mid	K to 8	Watch
<i>Mastery Charter Pastorius</i>	<i>11</i>	<i>19138</i>	<i>Elem-Mid</i>	<i>K to 8</i>	
<i>West Oak Lane Charter School</i>	<i>11</i>	<i>19138</i>	<i>Elem-Mid</i>	<i>K to 8</i>	
<i>Wissahickon Charter School</i>	<i>11</i>	<i>19138</i>	<i>Elem-Mid</i>	<i>K to 8</i>	
<i>Ad Prima West</i>	<i>11</i>	<i>19150</i>	<i>Elem-Mid</i>	<i>K to 8</i>	
Mifflin, Thomas School	12	19129	Elem-Mid	K to 8	Reinforce
Kelly, John B. School	12	19144	Elem	K to 5	Watch
Roosevelt Elementary School	12	19144	Elem-Mid	K to 8	Intervene
Fitler Academics Plus	12	19144	Elem-Mid	K to 8	Reinforce
Lingelbach, Anna L. School	12	19144	Elem-Mid	K to 8	Reinforce
<i>Philadelphia Hebrew Public Charter School</i>	<i>12</i>	<i>19129</i>	<i>Elem</i>	<i>K to 1</i>	
<i>Mastery Charter School at Wister</i>	<i>12</i>	<i>19144</i>	<i>Elem</i>	<i>K to 5</i>	
Marshall, Thurgood School	13	19120	Elem-Mid	K to 8	Watch
Howe, Julia Ward School	13	19141	Elem	K to 5	Reinforce
Prince Hall School	13	19141	Elem	K to 5	Reinforce
Logan, James School	13	19141	Elem	K to 5	Watch
Pennell, Joseph Elementary	13	19141	Elem	K to 5	Watch
Cooke, Jay Elementary School	13	19141	Elem-Mid	K to 8	Intervene
<i>Lindley Academy at Birney</i>	<i>13</i>	<i>19141</i>	<i>Elem-Mid</i>	<i>K to 8</i>	
Feltonville Intermediate	14	19120	Elem	3 to 5	Model
Barton, Clara School	14	19120	Elem	K to 2	Reinforce
Olney Elementary School	14	19120	Elem-Mid	K to 8	Reinforce
Morrison, Andrew J. School	14	19120	Elem-Mid	K to 8	Watch
Washington, Grover Jr. Middle	14	19120	Middle	5 to 8	Reinforce
Feltonville Arts & Science	14	19120	Middle	6 to 8	Reinforce
<i>Universal Charter Creighton</i>	<i>14</i>	<i>19120</i>	<i>Elem-Mid</i>	<i>K to 8</i>	
Lowell, James R. School	15	19120	Elem	K to 4	Reinforce
Franklin, Benjamin School	15	19120	Elem-Mid	K to 8	Reinforce
Finletter, Thomas K. School	15	19120	Elem-Mid	K to 8	Watch
Ellwood School	15	19126	Elem	K to 5	Reinforce
Rowen, William School	15	19126	Elem	K to 5	Reinforce
Wagner, Gen. Louis Middle Sch.	15	19126	Middle	6 to 8	Watch
<i>Eugenio Maria De Hostos Charter School</i>	<i>15</i>	<i>19120</i>	<i>Elem-Mid</i>	<i>K to 8</i>	

<b>Region 2 Elementary and Middle Schools</b>	<b>Cluster</b>	<b>ZIP Code</b>	<b>Level</b>	<b>Grade Band</b>	<b>Climate Score</b>
Sullivan, James J. School	16	19124	Elem	K to 5	Watch
Harding, Warren G. Middle Sch	16	19124	Middle	6 to 8	Intervene
Bridesburg	16	19137	Elem-Mid	K to 8	Reinforce
<i>Mastery Charter School at Smedley</i>	<i>16</i>	<i>19124</i>	<i>Elem</i>	<i>K to 6</i>	
<i>Franklin Towne Charter School ES</i>	<i>16</i>	<i>19137</i>	<i>Elem-Mid</i>	<i>K to 8</i>	
<i>Maritime Academy Charter ES</i>	<i>16</i>	<i>19137</i>	<i>Elem-Mid</i>	<i>1 to 8</i>	
Marshall, John School	17	19124	Elem	K to 5	Intervene
Stearne, Allen M. School	17	19124	Elem-Mid	K to 8	Intervene
Juniata Park Academy	17	19124	Elem-Mid	K to 8	Reinforce
Hopkinson, Francis School	17	19124	Elem-Mid	K to 8	Watch
<i>Northwood Academy Charter School</i>	<i>17</i>	<i>19124</i>	<i>Elem-Mid</i>	<i>K to 8</i>	
<i>The Philadelphia Charter School for Arts and Sciences</i>	<i>17</i>	<i>19124</i>	<i>Elem-Mid</i>	<i>K to 8</i>	
Cramp, William School	18	19140	Elem	K to 5	Reinforce
Taylor, Bayard School	18	19140	Elem	K to 5	Watch
Kenderton Elementary	18	19140	Elem-Mid	K to 8	Intervene
Bethune, Mary McLeod	18	19140	Elem-Mid	K to 8	Intervene
Munoz-Marin, Hon Luis School	18	19140	Elem-Mid	K to 8	Watch
<i>Antonia Pantoja Charter School</i>	<i>18</i>	<i>19140</i>	<i>Elem-Mid</i>	<i>K to 8</i>	
<i>Esperanza Cyber Charter School</i>	<i>18</i>	<i>19140</i>	<i>Elem-Mid</i>	<i>K to 8</i>	
Crossroads Hunting Park	19	19140	Elem	3 to 6	N/A
McClure, Alexander K. School	19	19140	Elem	K to 5	Reinforce
Cayuga	19	19140	Elem	K to 5	Watch
Steel, Edward School	19	19140	Elem-Mid	K to 8	Intervene
Clemente, Roberto Middle School	19	19140	Middle	6 to 8	Watch
<i>Grover Cleveland Mastery Charter</i>	<i>19</i>	<i>19140</i>	<i>Elem-Mid</i>	<i>K to 8</i>	
<i>Mastery Preparatory Charter School</i>	<i>19</i>	<i>19140</i>	<i>Elem</i>	<i>K to 3</i>	
Hackett, Horatio B. School	20	19125	Elem	K to 5	Model
Adaire	20	19125	Elem-Mid	K to 8	Model
Brown, Henry A. School	20	19125	Elem-Mid	K to 8	Watch
Sheppard, Isaac A. School	20	19133	Elem	K to 4	Watch
Welsh, John School	20	19133	Elem-Mid	K to 8	Watch
Hartranft, John F. School	20	19133	Elem-Mid	K to 8	Watch
Hunter, William H. School	20	19133	Elem-Mid	K to 8	Watch
<i>Esperanza Academy Charter Elementary School</i>	<i>20</i>	<i>19133</i>	<i>Elem</i>	<i>Grade 3</i>	
Potter-Thomas School	21	19133	Elem-Mid	K to 8	Watch
Mastery Clymer	21	19133	Elem	K to 6	Watch
De Burgos, J. Elementary	21	19133	Elem-Mid	K to 8	Watch
<i>Pan American Academy Charter School</i>	<i>21</i>	<i>19133</i>	<i>Elem-Mid</i>	<i>K to 8</i>	

<b>Region 2 Elementary and Middle Schools</b>	<b>Cluster</b>	<b>ZIP Code</b>	<b>Level</b>	<b>Grade Band</b>	<b>Climate Score</b>
Willard, Frances E. School	22	19134	Elem	K to 4	Watch
Elkin, Lewis School	22	19134	Elem	K to 4	Watch
Conwell, Russell Middle School	22	19134	Middle	5 to 8	Reinforce
Aspira Stetson	22	19134	Middle	5 to 8	Watch
<i>Memphis Street Academy Charter School</i>	<i>22</i>	<i>19134</i>	<i>Middle</i>	<i>5 to 8</i>	
Sheridan, Philip H. School	23	19134	Elem	K to 4	Intervene
Webster, John H. School	23	19134	Elem	K to 5	Intervene
Richmond School	23	19134	Elem	K to 5	Watch
AMY @ James Martin	23	19134	Middle	6 to 8	Reinforce
<i>Deep Roots Charter School</i>	<i>23</i>	<i>19134</i>	<i>Elem</i>	<i>K to 5</i>	
Duckrey, Tanner School	24	19121	Elem-Mid	K to 8	Intervene
Wright, Richard R. School	24	19132	Elem	K to 5	Intervene
Peirce, Thomas M. School	24	19132	Elem	K to 8	Intervene
Allen, Ethel Dr.	24	19132	Elem-Mid	K to 8	Intervene
Rhodes Elementary School	24	19132	Elem-Mid	K to 8	Intervene
<i>KIPP North Philadelphia Academy Charter School</i>	<i>24</i>	<i>19132</i>	<i>Elem</i>	<i>K to 2</i>	
Gideon, Edward School	25	19121	Elem-Mid	K to 8	Intervene
Kelley, William D. School	25	19121	Elem-Mid	K to 8	Intervene
Dick, William School	25	19121	Elem-Mid	K to 8	Intervene
Morris, Robert School	25	19121	Elem-Mid	K to 8	Watch
Blaine, James G.	25	19121	Elem-Mid	K to 8	Watch
<i>Alliance for Progress Charter School</i>	<i>25</i>	<i>19121</i>	<i>Elem-Mid</i>	<i>K to 8</i>	
Meade, Gen. George G. School	26	19121	Elem-Mid	K to 8	Intervene
Mastery Douglass	26	19121	Elem-Mid	K to 8	Intervene
Moffet, John School	26	19122	Elem	K to 5	Model
Dunbar, Paul L. School	26	19122	Elem-Mid	K to 8	Watch
Ludlow, James R. School	26	19122	Elem-Mid	K to 8	Watch
McKinley, William School	26	19122	Elem-Mid	K to 8	Watch
<i>Young Scholars Charter School</i>	<i>26</i>	<i>19122</i>	<i>Middle</i>	<i>6 to 8</i>	

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Region 2 High Schools	Cluster	ZIP Code	Level	Grade Band	Climate Score
No SDP HS in ZIP Code	27	19118			
No SDP HS in ZIP Code	27	19119			
No SDP HS in ZIP Code	27	19127			
Lankenau High School	27	19128	High	9 to 12	Model
Saul, Walter B. High School	27	19128	High	9 to 12	Model
Roxborough High School	27	19128	High	9 to 12	Watch
Building 21	27	19138	High	9 to 12	Intervene
King, Martin Luther High Sch.	27	19138	High	9 to 12	Intervene
Ombudsman Accelerated Northwest	27	19138	High	9 to 12	Model (Excelling)
Parkway-Northwest High School	27	19138	High	9 to 12	Reinforce
Hill-Freedman World Academy	27	19150	Mid-High	6 to 12	Model
<i>Imhotep Institute Charter School</i>	<i>27</i>	<i>19138</i>	<i>High</i>	<i>9 to 12</i>	
Penn Treaty High School	28	19125	Mid-High	6 to 12	Reinforce
Kensington High School	28	19125	High	9 to 12	Intervene
Kensington Health Sciences	28	19125	High	9 to 12	Reinforce
Mastbaum, Jules E. High School	28	19134	High	9 to 12	Watch
Liguori Academy-Fortis	28	19134	High	9 to 12	Watch (Approaching)
No SDP HS in ZIP Code	28	19137			
<i>Sankofa Freedom Academy Charter School</i>	<i>25</i>	<i>19125</i>	<i>Elem-Mid-High</i>	<i>K to 12</i>	
<i>Maritime Academy Charter High School</i>	<i>25</i>	<i>19125</i>	<i>High</i>	<i>9 to 12</i>	
<i>Franklin Towne Charter School High School</i>	<i>25</i>	<i>19137</i>	<i>High</i>	<i>9 to 12</i>	
The U School	29	19122	High	9 to 12	Reinforce
Philadelphia Military Academy	29	19122	High	9 to 12	Reinforce
Philadelphia OIC Workforce Academy	29	19122	High	9 to 12	Reinforce (Achieving)
Kensington CAPA	29	19122	High	9 to 12	Watch
One Bright Ray - Fairhill	29	19133	High	9 to 12	Reinforce (Achieving)
EL Centro de Estudiantes (Big Picture)	29	19133	High	9 to 12	Watch (Approaching)
<i>YouthBuild Philadelphia Charter School</i>	<i>29</i>	<i>19133</i>	<i>High</i>	<i>Grade 12</i>	
No SDP HS in ZIP Code	30	19120			
Frankford High School	30	19124	High	9 to 12	Intervene
One Bright Ray - Simpson	30	19124	High	9 to 12	Model (Excelling)
Excel Acad. S	30	19124	High	9 to 12	Model (Excelling)
Fels, Samuel High School	30	19124	High	9 to 12	Watch
<i>ASPIRA Charter School at Olney</i>	<i>30</i>	<i>19120</i>	<i>High</i>	<i>9 to 12</i>	
<i>Community Academy of Philadelphia Charter School</i>	<i>30</i>	<i>19124</i>	<i>Elem-Mid-High</i>	<i>K to 12</i>	
<i>First Philadelphia Preparatory Charter School</i>	<i>30</i>	<i>19124</i>	<i>Elem-Mid-High</i>	<i>K to 12</i>	
<i>Mariana Bracetti, AC Academy Charter School</i>	<i>30</i>	<i>19124</i>	<i>Elem-Mid-High</i>	<i>K to 12</i>	



Region 2 High Schools	Cluster	ZIP Code	Level	Grade Band	Climate Score
No SDP HS in ZIP Code	31	19126			
Edison, Thomas A. High School	31	19140	High	9 to 12	Intervene
Phila Learning Academy North	31	19140	High	8 to 12	Intervene (Underperforming)
Phila Learning Acad-North EOP	31	19140	High	EOP	Reinforce (Achieving)
The LINC	31	19140	High	9 to 12	Watch
Camelot Academy East	31	19140	Mid-High	7 to 12	Watch (Approaching)
Widener Memorial	31	19141	Elem-Mid-High	K to 12	N/A
Girls, Phila High School for	31	19141	High	9 to 12	Model
Central High School	31	19141	High	9 to 12	Model
<i>Mastery Charter Gratz</i>	<i>31</i>	<i>19140</i>	<i>Mid-High</i>		
<i>Esperanza Charter Middle/High School</i>	<i>31</i>	<i>19140</i>	<i>Mid-High</i>		
<i>ASPIRA Bilingual Cyber Charter School</i>	<i>31</i>	<i>19140</i>	<i>Elem-Mid-High</i>		
<i>Multicultural Academy Charter</i>	<i>31</i>	<i>19140</i>	<i>High</i>		
Strawberry Mansion High School	32	19121	High	10 to 12	Intervene
Vaux Big Picture	32	19121	High	9 to 10	N/A
Excel Acad. N.	32	19121	High	9 to 12	Watch (Approaching)
Engineering & Science High	32	19121	Mid-High	7 to 12	Model
Camelot Academy	32	19121	Mid-High	6 to 12	Watch (Approaching)
Randolph Technical High School	32	19129	High	9 to 12	Reinforce
YES Philly	32	19132	High	9 to 12	Model (Excelling)
One Bright Ray Mansion	32	19132	High	9 to 12	N/A
Dobbins, Murrell High School	32	19132	High	9 to 12	Watch
<i>TECH Freire Charter School</i>	<i>32</i>	<i>19132</i>	<i>High</i>	<i>9 to 12</i>	
<i>Mastery Charter at Pickett</i>	<i>32</i>	<i>19144</i>	<i>Mid-High</i>	<i>6 to 12</i>	

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<b>Region 3 Elementary and Middle Schools</b>	<b>Cluster</b>	<b>ZIP Code</b>	<b>Level</b>	<b>Grade Band</b>	<b>Climate Score</b>
Greenfield, Albert M. School	33	19103	Elem-Mid	K to 8	Model
No School in Zip Code	33	19102			
No School in Zip Code	33	19106			
No School in Zip Code	33	19107			
McCall, Gen. George A. School	33	19106	Elem-Mid	K to 8	Model
Kearny, Gen. Philip School	33	19123	Elem-Mid	K to 8	Intervene
Spring Garden School	33	19123	Elem-Mid	K to 8	Watch
Bache-Martin	33	19130	Elem-Mid	K to 8	Reinforce
Waring, Laura W. School	33	19130	Elem-Mid	K to 8	Watch
<i>Russell Byers Charter School</i>	<i>33</i>	<i>19103</i>	<i>Elem</i>	<i>K to 6</i>	
<i>Freire Charter Middle School</i>	<i>33</i>	<i>19107</i>	<i>Middle</i>	<i>5 to 8</i>	
<i>Folk Arts-Cultural Treasures (FACTS) Charter School</i>	<i>33</i>	<i>19123</i>	<i>Elem-Mid</i>	<i>K to 8</i>	
<i>Laboratory Charter School of Communication &amp; Languages</i>	<i>33</i>	<i>19123</i>	<i>Elem-Mid</i>	<i>K to 8</i>	
Girard, Stephen School	34	19145	Elem	K to 4	Watch
McDaniel, Delaplaine School	34	19145	Elem-Mid	K to 8	Intervene
Bregy	34	19145	Elem-Mid	K to 8	Watch
Arthur, Chester A. School	34	19146	Elem-Mid	K to 8	Reinforce
Stanton, Edwin M. School	34	19146	Elem-Mid	K to 8	Reinforce
Childs, George W. School	34	19146	Elem-Mid	K to 8	Watch
No School in Zip Code	34	19112			
<i>Universal Charter Vare</i>	<i>34</i>	<i>19145</i>	<i>Middle</i>	<i>5 to 8</i>	
<i>Independence Charter</i>	<i>34</i>	<i>19146</i>	<i>Elem-Mid</i>	<i>K to 8</i>	
<i>Universal Charter Alcorn</i>	<i>34</i>	<i>19146</i>	<i>Elem</i>	<i>K to 5</i>	
<i>Universal Charter Alcorn MYA</i>	<i>34</i>	<i>19146</i>	<i>Middle</i>	<i>6 to 8</i>	
<i>Universal Institute Charter Elementary School</i>	<i>34</i>	<i>19146</i>	<i>Elem</i>	<i>K to 4</i>	
<i>Universal Institute Charter Middle School</i>	<i>34</i>	<i>19146</i>	<i>Middle</i>	<i>5 to 8</i>	

(continued)

<b>Region 3 Elementary and Middle Schools</b>	<b>Cluster</b>	<b>ZIP Code</b>	<b>Level</b>	<b>Grade Band</b>	<b>Climate Score</b>
Kirkbride, Eliza B. School	35	19147	Elem-Mid	K to 8	Model
Meredith, William M. School	35	19147	Elem-Mid	K to 8	Model
Vare-Washington Elementary	35	19147	Elem-Mid	K to 8	Reinforce
Nebinger, George W. School	35	19147	Elem-Mid	K to 8	Reinforce
Jackson, Andrew School	35	19147	Elem-Mid	K to 8	Reinforce
Jenks, Abram School	35	19148	Elem	K to 5	Model
Key, Francis Scott School	35	19148	Elem	K to 6	Model
Southwark School	35	19148	Elem-Mid	K to 8	Model
Taggart, John H. School	35	19148	Elem-Mid	K to 8	Reinforce
Sharswood, George School	35	19148	Elem-Mid	K to 8	Reinforce
Fell, D. Newlin School	35	19148	Elem-Mid	K to 8	Reinforce
<i>Christopher Columbus Charter School K-4</i>	<i>35</i>	<i>19147</i>	<i>Elem</i>	<i>K to 4</i>	
<i>Christopher Columbus Charter School 5-8</i>	<i>35</i>	<i>19147</i>	<i>Middle</i>	<i>5 to 8</i>	
<i>Philadelphia Performing Arts: A String Theory Charter School</i>	<i>35</i>	<i>19145</i>	<i>Elem</i>	<i>2 to 4</i>	
<i>Philadelphia Performing Arts: A String Theory Charter School</i>	<i>35</i>	<i>19148</i>	<i>Elem</i>	<i>K to 1</i>	
Patterson, John M. School	36	19142	Elem	K to 4	Reinforce
Catharine, Joseph School	36	19142	Elem	K to 5	Watch
Morton, Thomas G. School	36	19142	Elem	K to 5	Watch
Tilden Middle School	36	19142	Middle	5 to 12	Watch
Penrose School	36	19153	Elem-Mid	K to 8	Watch
<i>Philadelphia Montessori Charter School</i>	<i>36</i>	<i>19142</i>	<i>Elem</i>	<i>K to 6</i>	
<i>Southwest Leadership Academy Charter School</i>	<i>36</i>	<i>19142</i>	<i>Elem</i>	<i>K to 2</i>	
<i>Southwest Leadership Academy Charter School</i>	<i>36</i>	<i>19142</i>	<i>Elem-Mid</i>	<i>3 to 8</i>	
Longstreth, William C. School	37	19143	Elem-Mid	K to 8	Intervene
Harrington, Avery D. School	37	19143	Elem-Mid	K to 8	Intervene
Comegys, Benjamin B. School	37	19143	Elem-Mid	K to 8	Intervene
Mitchell Elementary School	37	19143	Elem-Mid	K to 8	Intervene
Mastery Harrity	37	19143	Elem-Mid	K to 8	Watch
<i>Global Leadership Academy Charter School at Huey</i>	<i>37</i>	<i>19143</i>	<i>Elem-Mid</i>	<i>K to 8</i>	
<i>Independence Charter School West</i>	<i>37</i>	<i>19143</i>	<i>Elem-Mid</i>	<i>K to 8</i>	
<i>KIPP West Preparatory Charter</i>	<i>37</i>	<i>19131</i>	<i>Elem</i>	<i>K to 6</i>	
<i>KIPP West Preparatory Charter</i>	<i>37</i>	<i>19143</i>	<i>Elem-Mid</i>	<i>K to 8</i>	
<i>Richard Allen Preparatory Charter School</i>	<i>37</i>	<i>19143</i>	<i>Middle</i>	<i>6 to 8</i>	

(continued)

<b>Region 3 Elementary and Middle Schools</b>	<b>Cluster</b>	<b>ZIP Code</b>	<b>Level</b>	<b>Grade Band</b>	<b>Climate Score</b>
Universal Bluford	38	19131	Elem	K to 6	Reinforce
Hamilton, Andrew	38	19139	Elem-Mid	K to 8	Intervene
Barry, John Elementary School	38	19139	Elem-Mid	K to 8	Intervene
MYA-Middle Years Alternative	38	19139	Middle	5 to 8	Model
Anderson, Add B.	38	19143	Elem-Mid	K to 8	Intervene
Bryant, William Cullen	38	19143	Elem-Mid	K to 8	Watch
<i>Global Leadership Academy Charter School</i>	<i>38</i>	<i>19131</i>	<i>Elem-Mid</i>	<i>K to 8</i>	
<i>Jacquelyn Kelly Discovery Charter School</i>	<i>38</i>	<i>19131</i>	<i>Elem-Mid</i>	<i>K to 8</i>	
<i>Mastery Charter School at Mann</i>	<i>38</i>	<i>19131</i>	<i>Elem</i>	<i>K to 6</i>	
<i>Universal Charter Daroff</i>	<i>38</i>	<i>19139</i>	<i>Elem-Mid</i>	<i>K to 8</i>	
<i>Boys' Latin of Philadelphia Middle School</i>	<i>38</i>	<i>19139</i>	<i>Middle</i>	<i>6 to 8</i>	
Powel, Samuel School	39	19104	Elem	K to 4	Model
Penn Alexander School	39	19104	Elem-Mid	K to 8	Model
Washington, Martha School	39	19104	Elem-Mid	K to 8	Watch
McMichael, Morton School	39	19104	Elem-Mid	K to 8	Watch
Science Leadership Academy MS	39	19104	Middle	5 to 7	Model
Excel Middle Years Academy	39	19104	Middle	6 to 8	Reinforce (Achieving)
Locke, Alain School	39	19139	Elem-Mid	K to 8	Intervene
Rhoads, James School	39	19139	Elem-Mid	K to 8	Intervene
Lea, Henry C.	39	19139	Elem-Mid	K to 8	Watch
<i>Belmont Charter</i>	<i>39</i>	<i>19104</i>	<i>Elem-Mid</i>	<i>1 to 8</i>	
<i>Inquiry Charter School</i>	<i>39</i>	<i>19104</i>	<i>Elem</i>	<i>K to 4</i>	
Blankenburg	40	19131	Elem-Mid	K to 8	Intervene
Heston, Edward School	40	19131	Elem-Mid	K to 8	Intervene
Gompers, Samuel School	40	19131	Elem-Mid	K to 8	Watch
Cassidy, Lewis C.	40	19151	Elem-Mid	K to 8	Intervene
Lamberton, Robert E Elementary	40	19151	Elem-Mid	K to 8	Intervene
Overbrook Educational Center	40	19151	Elem-Mid	K to 8	Model
Overbrook Elementary School	40	19151	Elem-Mid	K to 8	Watch
<i>Laboratory Charter School of Communication &amp; Languages</i>	<i>40</i>	<i>19131</i>	<i>Elem</i>	<i>K to 5</i>	
<i>Laboratory Charter School of Communication &amp; Languages</i>	<i>40</i>	<i>19131</i>	<i>Middle</i>	<i>6 to 8</i>	
<i>Ad Prima East</i>	<i>40</i>	<i>19151</i>	<i>Elem-Mid</i>	<i>K to 8</i>	
<i>Harambee Institute of Schience &amp; Technology Charter School</i>	<i>40</i>	<i>19151</i>	<i>Elem-Mid</i>	<i>K to 8</i>	
<i>West Philadelphia Achievement Charter School</i>	<i>40</i>	<i>19151</i>	<i>Elem</i>	<i>K to 5</i>	

Region 3 High Schools	Cluster	ZIP Code	Level	Grade Band	Climate Score
No HS in Zip Code	41	19102			
Science Leadership Academy	41	19103	High	9 to 12	Model
Constitution High School	41	19106	High	9 to 12	Model
No HS in Zip Code	41	19107			
No HS in Zip Code	41	19109			
Parkway Center City Middle College HS	41	19123	High	9 to 12	Model
Bodine, William	41	19123	High	9 to 12	Model
OIC Career & Academic Dev Institute	41	19123	High	9 to 12	Watch (Approaching)
Franklin, Benjamin High School	41	19130	High	9 to 12	Intervene
Franklin Learning Ctr.	41	19130	High	9 to 12	Model
Franklin, Benjamin EOP	41	19130	High	EOP	Model (Excelling)
Masterman, Julia R. High School	41	19130	Mid-High	5 to 12	Model
<i>Philadelphia Electrical and Technology Charter</i>	<i>41</i>	<i>19102</i>	<i>High</i>	<i>9 to 12</i>	
<i>Philadelphia Performing Arts: A String Theory Charter School</i>	<i>41</i>	<i>19102</i>	<i>Mid-High</i>	<i>5 to 12</i>	
<i>Freire Charter School</i>	<i>41</i>	<i>19103</i>	<i>High</i>	<i>9 to 12</i>	
<i>Mastery Charter as Lenfest</i>	<i>41</i>	<i>19106</i>	<i>Mid-High</i>	<i>7 to 12</i>	
<i>Charter High School for Architecture and Design</i>	<i>41</i>	<i>19106</i>	<i>High</i>	<i>9 to 12</i>	
<i>Math, Civics, and Sciences Charter School</i>	<i>41</i>	<i>19123</i>	<i>Elem-Mid-High</i>	<i>1 to 12</i>	
<i>People for People Charter School</i>	<i>41</i>	<i>19130</i>	<i>Elem-Mid-High</i>	<i>K to 12</i>	
Phila Learning Academy South	42	19104	High	9 to 12	Intervene (Underperforming)
Robeson, Paul High School	42	19104	High	9 to 12	Reinforce
School of the Future	42	19104	High	9 to 12	Reinforce
Crossroads Accelerated Academy	42	19104	Mid-High	7 to 10	Watch (Approaching)
Overbrook High School	42	19131	High	9 to 12	Intervene
Science Leadership Acad. @ Beeber	42	19131	Mid-High	5, 9 to 12	Model
No HS in Zip Code	42	19151			
<i>Belmont Charter High School</i>	<i>42</i>	<i>19104</i>	<i>High</i>	<i>9 to 11</i>	
<i>Mastery Charter at Shoemaker</i>	<i>42</i>	<i>19131</i>	<i>Mid-High</i>	<i>7 to 12</i>	
<i>KIPP DuBois Charter School</i>	<i>42</i>	<i>19131</i>	<i>High</i>	<i>9 to 12</i>	

(continued)

Region 3 High Schools	Cluster	ZIP Code	Level	Grade Band	Climate Score
No HS in ZIP Code	43	19112			
Girard Academic Music Program	43	19145	Mid-High	5 to 12	Model
No HS in Zip Code	43	19146			
Creative and Performing Arts	43	19147	High	9 to 12	Model
Palumbo, Academy	43	19147	High	9 to 12	Model
Furness, Horace High School	43	19148	High	9 to 12	Reinforce
South Phila High School EOP	43	19148	High	EOP	Reinforce (Achieving)
South Philadelphia H.S.	43	19148	High	9 to 12	Watch
<i>Preparatory Charter of Mathematics, Science, Technology and Careers</i>	<i>43</i>	<i>19145</i>	<i>High</i>	<i>9 to 12</i>	
<i>Universal Charter at Audenried</i>	<i>43</i>	<i>19145</i>	<i>High</i>	<i>9 to 12</i>	
<i>Mastery Charter School at Thomas</i>	<i>43</i>	<i>19148</i>	<i>Elem-Mid-High</i>	<i>K to 12</i>	
Sayre, William L. High School	44	19139	High	9 to 12	Intervene
West Philadelphia High School	44	19139	High	9 to 12	Intervene
The Workshop School	44	19139	High	9 to 12	Reinforce
Parkway West High School	44	19139	High	9 to 12	Reinforce
Phila Juvenile Justice Srv Ctr.	44	19139	Mid-High	5 to 12	N/A
Bartram, John	44	19142	High	9 to 12	Intervene
One Bright Ray - Elmwood Campus	44	19142	High	9 to 12	Reinforce (Achieving)
Motivation High School	44	19143	High	9 to 12	Model
No HS in Zip Code	44	19153			
<i>Mastery Charter Hardy Williams</i>	<i>44</i>	<i>19143</i>	<i>Elem-Mid-High</i>	<i>K to 12</i>	
<i>Boy's Latin of Philadelphia Charter School</i>	<i>44</i>	<i>19143</i>	<i>High</i>	<i>9 to 12</i>	

## APPENDIX H: PREFERRED SCHOOL CLUSTERS

Elementary & Middle Schools			
Cluster	Choice	Prior experience in these schools? (which school?)	Prior experience in this community?

# High Schools

Cluster	Choice	Prior experience in these schools? (which school?)	Prior experience in this community?