Questions and Answers for the Request for Applications to Implement PAX Good Behavior Game in Classrooms to Prevent Opioid Use Disorder

Please note the following clarifications:
1. Page numbers on originally posted RFA all read 19. Page numbers have been corrected.
2. Training Budget Clarification: Applicants are not expected to pay for initial trainings as specified in Section C Service Delivery. NYS will be contracting with PAXIS to offer initial trainings and kit materials. Budgets prepared for this RFA should not include these items as expenses.

Applicant Questions

1. Do applicants for the PAX RFA include training and materials in their proposed budgets (or would these expenses be covered under a separate part of SOR)?

Answer: No. Initial training and materials will be covered by OASAS. Applicants should still budget for additional materials they may need to run the program as well as plan and budget for sustainability training(s). Other costs related to attending trainings, for example travel, should be part of an applicant’s budget.

2. Are providers eligible to apply for this RFA in a county where they do not have a Program Reporting Unit (PRU) number?

Answer: Yes. An existing PRU in any county is not a requirement for eligibility.

3. What specific elementary school grades are to be served?

Answer: Applicants should focus their implementation for Kindergarten through Grade 6. Applicants may choose specific grade levels within the range of K-6 if they wish.

4. How many lessons is the PAX GBG? What is the length of each lesson?

Answer: PAX GBG is not lesson-based and doesn’t have a traditional curriculum like other Evidence-Based Programs. PAX GBG offers an approach through a series of 10 practices called “kernels” that are integrated into the everyday practice of teaching. In this way, PAX GBG is incorporated into classroom activities and provides a mechanism for how teachers can promote prosocial behaviors to facilitate students’ self-regulation and reduce problematic behaviors in addition to many other related outcomes.

5. Do applicants have to collaborate with more than one (1) school?

Answer: No.

6. Is there a minimum or maximum number of classrooms one can implement the PAX GB game? For example, there are over 70 classes k-6th grade in one particular school district, is it feasible to believe that you would approve for us to implement this in every class at the same time?
Answer: No.

7. The RFA cites Preference will be given to those partnering districts not otherwise implementing PAX GBG. Will the same preference be given to new site(s) in a school district that is currently implementing PAX GBG?

Answer: No.

8. According to the RFA, this program would require 1 FTE for every 25 classrooms. Is that just an example of what it could be?

Answer: For the purposes of this RFA fidelity to the model requires at least 1 FTE per 25 classrooms which is based on expected deliverables from that FTE. See Attachment B for guidelines of these deliverables.

9. 25 classrooms and the data requirements per FTE are a lot to ask for new employees, Could this requirement be reduced to 18 classrooms plus data reporting per FTE?

Answer: Fidelity to the model recommends at least 1 FTE per 25 classrooms.

10. Could Applicants determine the number of FTEs needed for implementation?

Answer: For the purposes of this RFA fidelity to the model requires at least 1 FTE per 25 classrooms which is based on expected deliverables from that FTE. See Attachment B for guidelines of these deliverables.

11. Does "staffing capabilities" and "staffing ratios" refer to the teachers to student ratios in the classrooms and average amount of teachers in participant schools or it refers to the staffing capabilities of the OASAS-funded provider?

Answer: This refers to number of teachers who will be trained and implement the PAX program. In addition, staffing capabilities refers to non-teaching staff who will be able to support the implementation of PAX such as administrators, social workers, or guidance counselors.

12. If we work with 2 school districts, could one FTE work with one school, and the other work in the second school?

Answer: Yes.

13. Can a Prevention Partner service more than one district? For example, if there are less than 20 sections of K-6 in a partner school district, can that FTE also work in another district to support a partner that has more classrooms?

Answer: There is no requirement for how applicants organize staff as long as they are able to meet the expectations and deliverables set forth in the RFA and can ensure fidelity to the PAX GBG model.
14. Is it encouraged for us to provide additional Evidenced Based Programming while the PAX GB game is going on?

Answer: Additional Evidenced Based Programming while implementing PAX GBG is not an expectation of this Award.

15. Can the Prevention Partners provide other prevention services to the schools they are working in? For example, if the primary focus is PAX, once the program is being successfully implemented in all classrooms, can the Prevention Partner provide prevention services such as staff in-service, parent presentations, other EBP’s as needed in other grades or is the sole responsibility of the partner to provide support to the PAX classroom teachers?

Answer: Additional Evidenced Based Programming while implementing PAX GBG is not an expectation of this Award. Funds awarded through this RFA are for delivery of PAX GBG only.

16. Under C. Service delivery, page 6, MONTH 1-2, it states that we can ‘optionally’ develop program evaluation plan surveys, pre and post-tests. Does this mean we would be ok if we did not develop them?

Answer: Applicants are free to develop their own materials. In addition, NYS OASAS will develop surveys and program evaluation as implementation of PAX GBG occurs.

17. Will Awardees be providing all the program materials for the classrooms we work with correct?

Answer: Initial costs of PAX GBG kit materials and original materials will not be incurred by awardees. See the top of this document for more clarification.

18. Who conducts the training for PAX Partners?

Answer: Training for PAX Partners and School districts will be carried out by the PAXIS Institute.

19. How subsequent training will be funded for teachers and PAX partners?

Answer: See Project Narrative, Section C, Service Delivery, sub-bullet d, as part of an application providers should describe a process and plan for developing a sustainable PAX GBG model after the grant funding period.

20. If we are not implementing the program in all grades or in all classes, what is the purpose for doing an entire school wide training? What are the Non-implementing classes intending to do with the information?

Answer: The school-wide training refers only to the Sustainability training. This training provides up to 10 internal professionals who attended the initial PAX GBG training with the skills to support a school’s new PAX GBG implementation. This group will be essential in assisting and supporting classrooms who are implementing PAX GBG. Non-implementing classes are not recommended to attend this training.
21. Who conducts the PAX 2 Day sustainability training, and who attends this training?

Answer: All raining will be carried out by the PAXIS Institute. The sustainability training creates a core group of school personnel who can provide additional support to teachers or the school as a whole. Sustainability training targets administrators, counselors, psychologists, lead teachers, social workers, RTI, PBIS, and other team members.

22. Who from the schools should be trained? One teacher per grade level or all teachers whose classrooms will be implementing the program?

Answer: Any teacher whose classroom will be implementing the program MUST be trained. It is highly recommended that at least 1 administrative (i.e.-principal) and/or guidance counselor type staff member should attend initial training.

23. Is this appropriate for Special needs/Self-contained classes?

Answer: PAX GBG is a universal, tier 1 EBP which means it is appropriate for all students and should be accessed by all students. Students with Special Needs and those in Self-contained classes may likely have tier 2 and/or 3 supports as determined by the school’s process. Those supports would be in addition to PAX GBG as a universal, tier 1 program. The PAX Partners supporting these classrooms should be prepared to adapt coaching supports as needed and adjust implementation timeframes based on student response.

24. If a provider gets two different districts to come on board, can they apply to two separate awards given two different scope of works/reach, etc.?

Answer: Yes.

25. We would like to have consideration to write one application for three prevention councils across the region. Could we do this?

Answer: Applicants must be an OASAS funded prevention provider in good standing and partner with school district(s) and/or elementary school(s).

26. Can an applicant organization submit multiple applications for different school districts each for the full award amount up to $165,000?

Answer: Yes.

27. Do you know about when the PAXIS Training will be taking place? How long / how many days will the training be for the Prevention Staff?

Answer: More information about training, length, dates and location will be announced after awards are made.

28. In the sample MOU, is states “the project provides an annual stipend to the LEA.” What is the recommended dollar amount for this stipend?
Answer: The dollar amount for this stipend is usually based on the school districts’ collective bargaining agreements. Applicants are recommended to contact their school district partners to acquire this information.

29. Is it required to provide an annual stipend to the LEA to defray or cover the costs of substitutes needed on the training day(s) (based on EBP requested)? If so, how much should be allocated?

Answer: As stated above in question 28, this information is unique to each school district. Applicants should work with their partnering school districts to receive this information.

30. If necessary, where do Stipend like expense need to be identified specifically on the budget?

Answer: Costs like this should be allocated under Other.

31. Will the stipend have to be included into the OASAS-funded provider's budget or it will be a separate item?

Answer: The OASAS providers are to include stipend in their budget. It should be reflected in the Other section.

32. Can the school staff being trained in PAX GBG be compensated for the time that they devote to training?

Answer: Yes. Costs like this should be listed in the Other section.

33. Are these trainings for school staff offered during the teaching day, and if so, who pays for substitutes, so these teachers can attend the training?

Answer: Applicants are to include these costs in their budget and can be listed in the Other section. Applicants should coordinate with their partnering school districts to determine the availability for staff to attend training.

34. Since all MOU are required to be submitted as a part of the proposal, does the signature of OASAS representative has to be on them at the time of submission? If, yes, who will be the designated signatory on those MOU on the OASAS behalf?

Answer: NYS OASAS does not need to be a signatory on the MOU at time of submission.

35. Who would qualify as a "district sanctioned administrator"?

Answer: This would be district specific. An example from previous PAX implementations has been a Superintendent or Assistant Superintendent.

36. What will staff will be doing over the summer (July-Sept 2020)? Will there be work to do?

Answer: Funding for this project is by the State Opioid response (SOR) Grant through SAMHSA which ends on September 29, 2019 and is subject to a second year of funding based on Federal Appropriations.
37. Will these statistics be reported through WITNYS or will there be another system to report in?

Answer: Data will be reported via WITNYS and through an excel workbook provided by NYS OASAS. As stated in the RFA, other Reporting requirements will be conveyed at the time of the award and when appropriate, OASAS will convey these reporting requirements.

38. Will you be providing the Excel workbook?

Answer: NYS OASAS will be providing the excel workbook. See Attachment E for an example.

39. Is the data required with disciplinary referrals, nurses’ visits, missed classroom time district wide, including secondary schools or at the elementary level of the schools we are hoping to work with?

Answer: The data referenced above is only required based on participation status with PAX GBG through SOR.

40. What are the measurable deliverables / outcomes required for this contract? Are they tied to particular service unit outcomes / hours?

Answer: Data for this project will be collected outside of the regularly submitted NYS OASAS prevention provider workplan. An example of measurable deliverables can be found under Attachment E. Other Reporting requirements will be conveyed at the time of the award and when appropriate.

41. If the district has not completed the YDS survey this round or has not received this year’s results yet, can the date from the 2016 survey be used? If they have not completed the survey, can county data be used to show need?

Answer: It is recommended to show the most recent results. County data can be used to show need but should be appropriate to the service area where PAX GBG would be implemented.

42. In larger districts, can the focus be on one or two buildings to start? For example, one of the districts we are partnering with has more than five elementary buildings; We would focus on the building with the greatest need initially and roll out to others in the district after implementation has occurred in all target grades in the original buildings.

Answer: No, to meet model fidelity all participating classrooms should start at the same time. It is NOT preferable to implement PAX GBG during the middle of the school year. Therefore, any rolling implementation requested by the district should lineup with start of school year and reflect a scope that can be supported by the provider via PAX Partner(s).

43. Can our implementation plan be different for each of the districts we are applying to partner with?

Answer: Yes.
44. If a district signs on to implement the program and then backs out or decides they do not like it during the funding period, can we partner with another district for the duration?

Answer: No. PAX GBG must be consistently implemented in the same classrooms. There is no ability to switch school districts. Applicants should have confidence in their committed partnering school districts to carry out the program in its entirety.

45. Will there be other funding sources available at the end of this funding period for the districts or agencies to apply for if they want to continue the PAX partnership beyond this grant period?

Answer: Funding for this project is by the State Opioid response (SOR) Grant through SAMHSA which ends on September 29, 2019 and is subject to a second year of funding based on Federal Appropriations.

46. After initial implementation kits are purchased, how will the replacement kits will be funded? Who will be responsible for purchasing them for the following year?

Answer: See Project Narrative, Section C, Service Delivery, sub-bullet d, as part of an application providers should describe a process and plan for developing a sustainable PAX GBG model after the grant funding period.

47. What strategies do you suggest we integrate into our practice to encourage Sustainability Training to assist schools?

Answer: See the answer to question #46.

48. Proposal Narrative, section C, Service Delivery, subsection e:, "Hire prevention staff..." In addition to outlined preferred trainer and educator experience, what other qualifications potential candidate should have (i.e. degree obtained, years of experience, etc.)?

Answer: Qualifications for potential candidates should be able to accomplish the deliverables set forth within this RFA. See Attachment B for an example of guidelines for these deliverables.

49. SOR funding years are different than the school year for which the program will run. Is SOR for 2 funding years and/or 2 school years (e.g. ‘19-’20 and ‘20-’21)?

Answer: Year 1 of the SOR Grant is for the period of 9/30/18 – 9/29/19. Year 2 of the grant which is subject to federal appropriations is for the period of 9/30/19 – 9/29/20.

50. Can you please clarify the funding availability for the grant since it states that the funding through SAMHSA ends 9/29/19?

Answer: Funding for this project is by the State Opioid response (SOR) Grant through SAMHSA which ends on September 29, 2019 and is subject to a second year of funding based on Federal Appropriations.

51. Is funding for the 2019-2020 academic year? If so, will funding granted on this contract end in June 2020 for the first year?
52. Based on the second year of funding subject to Federal Appropriations what is the beginning and end of the grant duration?

Answer: See the answer to question #49.

53. What is the timeline for the startup and subsequent months of service if the end date for funding is September 29, 2019?

Answer: See the answer to question #49.

54. As this grant ends Sept. 29th, is it possible to rollover existing dollars beyond that date?

Answer: Carryover (rollover) funds will be discussed at the appropriate time with awardees and is subject to federal approval.

55. On Page 4, under the title “Available Funding” the paragraph states that the project ENDS on Sept 29, 2019. We are assuming that is a TYPO and it meant to say 2020? Please confirm?

Answer: See the answer to question #49.

56. Will providers receive grant funds on an advance basis similar to the state-aid that is disbursed by OASAS?

Answer: No. All SAMHSA grants are paid on a reimbursement basis. Providers will be required to submit monthly vouchers and will be paid for actual expenses.