

**RFQ Response Form**  
*Student Assistance Program Providers*

**APPLICANT INFORMATION**

Applicant Name: Allegheny Children's Initiative

Authorized Representative Name & Title: Bobbi Reidenbach, Executive Director

Address: 2304 Jane Street, Pittsburgh, PA 15203

Telephone: 412-390-3846

Email: breidenbach@PFQ.org

Website: www.pfq.org

Legal Status:     For-Profit Corp.     Nonprofit Corp.     Sole Proprietor     Partnership

Date Incorporated: August 1993

**REQUIRED CONTACTS**

	<b>Name</b>	<b>Phone</b>	<b>Email</b>
Chief Executive Officer	Eric Lindey	412-446-0740	elindey@PFQ.org
Contract Processing Contact	Dan Skreptach	412-446-0755	dskreptach@PFQ.org
Chief Information Officer	Bobbi Reidenbach	412-390-3846	breidenbach@PFQ.org
Chief Financial Officer	Dan Skreptach	412-446-0755	dskreptach@PFQ.org
Administrative Contact	Bobbi Reidenbach	412-390-3846	breidenbach@PFQ.org

**BOARD INFORMATION**

Provide a list of your board members as an attachment or in the space below.

Karen Bray  
James Plake  
Theodore Cataldi  
Allison Levy-Drake  
John Lamberson

Board Chairperson Name & Title: Karen Bray

Board Chairperson Address: [REDACTED]

Board Chairperson Telephone: [REDACTED]

Board Chairperson Email: [REDACTED]

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**REFERENCES**

Provide the name and contact information (email and telephone number) of three references who can testify to your experience relative to this RFQ:

- connecting children and families to supports in the mental health and drug and alcohol systems
- working in partnership and collaborating with schools, other provider agencies and community organizations
- working with families and students

Include your relationship with each reference and the time frame of the relationship. *Please do not use employees of the Allegheny County Department of Human Services as references.*

Becky DiLettuso, Executive Director  
The Early Learning Institute

[REDACTED]

[REDACTED]

ACI and Teli have collaborated on cases in the past when both providers were involved with the family. (November 2015 – current)

Beth Wheat, Acting Superintendent, Supervisor of Special Education / Pupil Personnel  
West Jefferson Hills School District

[REDACTED]

[REDACTED]

Allegheny Children's Initiative provided one on one support to a kindergarten child at the end of the school year. (April 2016 – June 2016)

Kathleen Lipinski  
Director of Outreach  
Faith United Methodist Church – Fox Chapel

[REDACTED]

[REDACTED]

Allegheny Children's Initiative is providing the STEP curriculum to parents and assisting with outreach of children's mental health services in the Sharpsburg community. (September 2016 – current)

**CERTIFICATION**

Please check the following before submitting your Application, as applicable:

My firm is registered with the Allegheny County Department of Minority, Women and Disadvantaged Business Enterprises.

By submitting this Application, I agree that, if offered a contract award, I will comply with the standard County terms and conditions for County contracts.

By submitting this Application, I agree to comply with DHS Cyber Security, EEOC/Non-Discrimination and HIPAA requirements.

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By submitting this Application, I certify and represent to the County that all submitted materials are true and accurate, and that I have not offered, conferred or agreed to confer any pecuniary benefit or other thing of value for the receipt of special treatment, advantaged information, recipient's decision, opinion, recommendation, vote or any other exercise of discretion concerning this RFQ.

**ATTACHMENTS**

In addition to this Response Form, please submit the following attachments with your Application. The forms can be found at <http://www.alleghenycounty.us/dhs/solicitations>.

- Copies of all mental health and drug and alcohol related-licenses for the past three years, including revoked and provisional licenses
- MWDBE Participation Statement and/or Waiver Statement
- Allegheny County Vendor Creation Form
- Audited financial reports for the last three years
- W-9

**CAPACITY AND PREFERENCE**

List the regional quadrants where you would like to provide SAP (see Appendix A for a list of schools by regional quadrant).

South Quadrant  
West Quadrant  
Pittsburgh Public

List your top three preferences for school districts that you would like to serve in each regional quadrant indicated above (see Appendix A for a list of schools by regional quadrant).

South Quadrant: West Jefferson Hills, South Allegheny, Brentwood Boro  
West Quadrant: Sto-Rox, West Allegheny, Montour

List your current SAP capacity, if any (e.g., how many school districts do you currently serve? How many SAP Liaisons do you currently employ?).

ACI does not currently serve any districts with SAP.

List your ideal SAP capacity (e.g., I currently serve two school districts, but I hope to serve five).

We hope to serve 3 school districts.

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**QUALIFICATIONS**

Please respond to the following questions. The maximum score an Application can receive is 110 points. Your response to this section should not exceed 15 pages.

**Organizational Experience (15 points)**

1. Describe your experience identifying children and families in need of mental health supports and connecting them to appropriate services based on your working knowledge of the mental health system in Allegheny County.

It is the mission of Allegheny Children’s Initiative (ACI) to support people by providing services that promote choice, personal satisfaction and the realization of their hopes and dreams. A step to accomplishing this mission is to identify children and families in need of mental health supports. ACI works on identification in a variety of ways. Our full-time psychologist provides best practice evaluations for children and adolescents. Each evaluation identifies and diagnoses mental health needs and concludes with a list of recommendations, including mental health supports. ACI’s Intake Coordinator then helps each family connect with the mental health services recommended. The Intake Coordinator educates the family on what the services will look like, answers any questions, and helps connect them to the recommended services. Depending on the services and unique needs of the child and family, this connection may be made within ACI or with another provider.

ACI’s Service Coordination department also exemplifies the spirit of identification and connection. All of our Service Coordinators are certified to administer the Child and Adolescent Needs and Strengths (CANS) assessment. This tool allows our Service Coordinators to identify needs in multiple areas, including mental health. Armed with information from the CANS, they are able to work with the family to create a plan to address these needs. With their knowledge of the mental health system, they provide resources and appropriate options to the family. When linking the family to resources, the Service Coordinator is always mindful of the unique needs of that child and family, taking into consideration multiple factors including best fit, insurance status, geographic location, and preference.

Recently at ACI, a Service Coordinator completed the CANS assessment for a consumer and identified several needs, which included hyperactivity/impulsivity, aggression, and education. The Service Coordinator worked with the family to obtain an evaluation to seek additional services to address mental health needs for the child. The Service Coordinator referred the family to CACTIS, which has now opened and been utilized. The Service Coordinator attended an intake appointment with the family for medication management with another provider, who will also be able to provide outpatient therapy to the mother who identified a need for herself. Additionally, the Service Coordinator connected the family with an education specialist through Allegheny County, who is assisting with education needs.

In order to have information that accommodates the various and unique needs of our families, ACI strives to maintain a strong working knowledge of the mental health system, service providers, and treatment options in Allegheny County. We have created and maintain a “Resource Library” that is constantly growing and being updated. This library allows our staff to provide relevant and up-to-date

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information to families. ACI also hosts monthly “Lunch and Learns”. These 30-45 minute presentations allow outside providers to come to ACI and inform our staff about various resources and programs within the county. During a recent “Lunch and Learn”, the Consumer Health Coalition spoke about helping families apply for Medical Assistance via the Mental Health Loophole. Our staff having this knowledge allows us to help each family better access the most appropriate mental health services.

2. Describe your experience identifying children and families in need of drug and alcohol supports and connecting them to appropriate services based on your working knowledge of the drug and alcohol system in Allegheny County.

ACI also has concrete experience in identifying children and families in need of drug and alcohol supports and connecting them with appropriate services. ACI staff complete a Mental Illness and Substance Abuse Disorder (MISA) screening for all consumers over the age of 14. ACI recognizes that the use of drugs and alcohol often begin prior to the age of 14 and regularly complete MISA screenings for school-aged children as well. If substance use is indicated, ACI follows the MISA screening with the CRAFFT assessment, which consists of a series of 6 questions developed to screen adolescents for high risk alcohol and other drug use disorders simultaneously. The CRAFFT assessment allows our staff to assess whether a longer conversation about alcohol and drug use is warranted. In addition to these more formal screening tools, ACI staff are always informally monitoring and assessing the children and families we work with.

Once a need has been identified, ACI staff provide information about drug and alcohol services and assist in making a referral to the most appropriate service. When making a referral, ACI takes into consideration the family’s location and their ability to transport to the appointment. If transportation is a barrier, ACI refers to a provider who will come to the family. Recently at ACI, an adolescent receiving Family Based Mental Health services was identified as needing support for alcohol use. The Family Based team identified this need through the MISA screening and CRAFFT assessment and gathered additional and more specific information through ongoing conversations with the adolescent. The team made a referral to Gateway Rehab for a drug and alcohol evaluation and went with the child and family to the appointment for support. Gateway determined that Intensive Outpatient groups were the most appropriate setting for treatment. The adolescent remained in school and attended group sessions 4 days a week after school. The Family Based team remained active and collaborated with the therapists at Gateway throughout the course of treatment.

As with mental health services in Allegheny County, ACI works to keep their staff informed and knowledgeable about drug and alcohol treatment options within the county. As described previously, “Lunch and Learns” and our “Resource Library” serve to disseminate new information and keep our therapists well-versed of what is available.

3. Discuss your experience working in schools or with school-aged children and their families.

The majority of ACI’s services have children and adolescents as the identified consumer. In each of our services lines, ACI therapists and coordinators have the ability when necessary to provide support and treatment within the school setting. ACI Service Coordinators often attend school meetings to

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support the families they are working with. ACI therapists in our Behavioral Health Rehabilitation Services and Family Based Mental Health departments have the opportunity to provide service within the child's classroom setting when appropriate. In both cases, ACI staff strive to work collaboratively with the school and family, always keeping the child's best interests in the mind.

For example, when a child is exhibiting a behavior of concern in the school setting, the therapist may support the child and school by providing a Functional Behavior Assessment (FBA). The therapist collects data about the child's behavior and interviews the teacher and other school staff to learn more about the behavior and the antecedents and consequences. The therapist uses that data and information to determine the function of the behavior and develop interventions to improve it. The therapist works with the teacher collaboratively to implement those interventions in the classroom environment. The therapist also encourages continuity between the school and home setting. The therapist can work with the family to support the interventions being used in the school.

ACI has had the privilege to work with numerous schools within Allegheny County, both in formal and informal ways. Previously, ACI has provided behavioral support and social skills groups within Steel Valley School District. This partnership lasted several years. More recently, during the 2015-2016 school year, ACI worked with West Jefferson Hills School District to provide one-on-one support to a student.

4. Attach your organization's copies of all mental health and drug and alcohol related-licenses and certificates of compliance for the past three years, including revoked and provisional licenses.

#### **Service Delivery (50 points)**

5. Describe your plan for providing screenings within 30 days of the SAP Core Team's recommendation for screening. What obstacles do you foresee in completing screenings in a timely manner and how will you overcome them?

Once a referral has been made to the SAP Core Team and the team determines that a student needs a behavioral health screening, the SAP Liaison will administer the Child and Adolescent Needs and Strengths (CANS) assessment. It is important to administer this assessment as soon as possible since it drives the Student Plan. The screening will take place no later than 30 days from the date of receiving parental consent. ACI will utilize an Excel spreadsheet to track this timeline. Once the date of consent is entered into the spreadsheet, it will be programmed to determine day 30. Sorting the students by day 30, will allow the SAP Liaison to see the order in which students need to be screened. Information about when the screening is scheduled can also be tracked in this spreadsheet. During each SAP Core Team meeting, the SAP Liaison will present on the status of upcoming screenings. Keeping in mind that the needs of some students referred may be more urgent than others; the SAP Liaison will work with the Core Team to determine if a screening needs to occur more immediately. Additionally, the spreadsheet will be monitored by the SAP Liaison supervisor to ensure timely screenings. The timeframe data between referral, consent, and screening for each student will be tracked and reported via the quality assurance process.

There are several foreseeable obstacles that may hinder the timely provision of screenings. It may take an extended amount of time to receive the parental consent for screening. As discussed in the next

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question, the SAP Liaison will be working to engage parents in the SAP process. Providing positive communication about what SAP and the CANS assessment are and how they may benefit and support their child could increase the likelihood that the consent is returned in a timely manner. Another obstacle may be student attendance. It is reasonable to assume that some of the students being referred for screenings may have poor school attendance. If a student is not in school on the day a screening is scheduled, it could lengthen the process and interfere with the 30 day timeline. If screenings are scheduled early in the 30 day timeline, this would allow for a reschedule if necessary. Also, the SAP Liaison would contact the parent once the screening is scheduled to help ensure the child is in attendance that day. With these and any other obstacles, the SAP Core Team and school staff will be a valuable resource of information with regards to engaging students and parents. The school staff will know their families and communities the best and have knowledge about what techniques and approaches have been effective in the past.

6. Describe your plan for involving families in SAP activities (outlined in Appendix B), especially your approach to engaging with parents.

ACI recognizes that families play an integral role within the SAP process and in the decision-making process affecting their child's education. Family involvement is key to the successful resolution of issues that are interfering with student achievement. There are several ways in which the SAP Liaison can engage parents in the SAP process. Following a referral to the SAP Core Team, the Liaison can follow up with the student and family during an individual meeting. The SAP Liaison can explain SAP and have the parent sign the consent. At that time, the Liaison can begin to gather information from the student and family about their perspective of the situation. They will likely have valuable information to add to the screening process. The SAP Liaison can also provide follow up regarding the screening and service recommendations. If possible, having in-person meetings would be preferential. This will help build a rapport and relationship between the Liaison and the family. Ongoing communication between the Liaison, student, and family can serve to support follow through with the Student Plan and service recommendations. This positive and productive communication will play an important role in encouraging parent engagement.

Each school district and the individual families that make up those districts are unique and the barriers that prevent parents from engaging in the SAP process will be different. Barriers may include a lack of transportation, a lack of trust, stigma surrounding mental health, or perhaps the parent's own mental health problems. It will important for the SAP Liaison to work with the SAP Core Team to identify what the barriers to parent participation may be and address those barriers.

7. Describe your plan for ensuring that students and families are connected to the kinds of services and supports that will best meet their needs. How will you collaborate with the existing network of human service providers in Allegheny County?

In order to connect students and families with services and supports that best meet their needs, it is important for ACI to collaborate with other human service providers in Allegheny County. There are several ways in which ACI works to stay connected with other providers. ACI completes linkage

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agreements with other behavioral health agencies throughout the county. These agreements are signed in an effort to promote coordination of services and continuity of care. ACI participates in regular meetings to promote behavioral health services, including Allegheny County Office of Behavioral Health meetings, Conference of Allegheny Providers (CAP) meetings, CAP children's subcommittee meetings, and Stowe and McKees Rocks Mental Health Summit meetings. Additionally, ACI participates in various mental health resource expos and events in the community.

While continuing these efforts, ACI will also work to build and strengthen relationships with the human service providers in the communities of the school districts they are working with. Being knowledgeable about the resources within the community will help the Liaison connect families with additional supports, such as afterschool programs, community centers and groups, churches, and scouting. Currently, ACI is active with Roots of Faith, a community center in Sharpsburg. ACI has hosted a mental health fair, attended a community dinner, and provided parenting classes at this center. Continued collaborations such as this will allow ACI to understand and utilize the services that are already provided within the community.

8. How will you incorporate student and family choice into your referral process? After you make your recommendation for treatment or other services, what is your plan for providing students and families with the information they need to make the best choice about how to proceed (e.g., which provider to use, which level of treatment to accept)?

When drug and alcohol and/or mental health services are being recommended by the SAP Core Team for an individual student, ACI will provide knowledge of and choice in service provider. ACI currently provides several mental health programs, but understands that based on family's needs and preferences, ACI may not be the most appropriate choice in provider. The SAP Liaison will have a list of providers for the most commonly used mental health services, such as psychologists, psychiatrists, Behavioral Health Rehabilitation Services, Drug and Alcohol treatment, Service Coordination, Outpatient, and Family Based Mental Health Services. The SAP Liaison will be familiar with the locations and specialties of the different providers. The SAP Liaison will also help to inform and educate students and families about the various treatment options available. The SAP Liaison will have educational materials on treatment levels to give to families and school staff. ACI will continue to promote student and family choice by helping each family understand their service options, both in level and provider, and make an educated decision in treatment.

9. Describe your plan for supporting families after a referral has been made. How will you facilitate their connection to the referral and support them while they receive treatment or other services?

Making the initial referral to a service is part of a larger process. In order for the service to be effective in addressing the need, the student and family have to actively engage in the service. There are several points in the process that can hinder a family's ability to do so. Over years of providing various services to families, ACI has had the opportunity to observe many families go through the referral process. Information from observation and direct feedback has allowed ACI to better understand the



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pitfalls of the process. ACI works to support each family and their unique needs moving from the initial referral process to active engagement in services.

At the start of the process, the SAP Liaison will help the family choose a service line and provider that is appropriate to address the student and family needs. They can then assist the family in contacting the provider, obtaining the referral materials, completing any necessary referral forms, and scheduling any necessary evaluations. Depending on the level of independence and familiarity with the services, certain families may need more support during this time. The SAP Liaison could call the provider with the family, help the family complete and submit the referral form, and help make schedule any initial appointments. Not understanding how to answer referral questions could be enough to deter a family from following through with a referral. The simple solution of having the SAP Liaison explain the questions to the family and help them articulate their thoughts on paper could make a huge difference.

As services begin, the SAP Liaison will complete a release of information to collaborate with the provider. There may be carryover from the treatment or service that the SAP Team can help support in the school. For example, if an outpatient therapist is using a certain technique for reducing anxiety, the SAP Liaison can instruct that student's teacher on how to cue the student to use the technique if they notice the student becoming anxious. The Liaison could work with the student's team to include successful techniques in their IEP or 504 Plan. The SAP Liaison will also follow up with the student and family to ask about how services are progressing, if they are attending regularly, if they are happy with the person or team working with them, and if they feel there are any barriers to the service. The SAP Liaison will also be interested in whether or not the initial referral concern is improving. These collaborations with the family and provider will be ongoing as the student moves through treatment. When the service ends, the SAP Liaison can be instrumental in the aftercare plan.

Supporting each student and family overcome their own unique barriers and become activity connected to appropriate services is vital for the SAP process to be successful.

10. Please describe in detail, referencing all phases of the SAP process, how you would proceed with the following referral from the SAP Core Team. Include possible referral recommendations and your strategy for communication with parents and the school.

Trevor is a 16-year-old male student attending school in a suburban school district. A teacher referred him to SAP because he refuses to complete school work and has frequent suspensions, rapidly declining grades, spotty school attendance and suspected marijuana use. Last year, Trevor was in a car accident that resulted in the death of his father. Trevor never speaks of the accident, but school staff have noticed a marked increase in his behaviors since this happened. The school guidance counselor scheduled several meetings with Trevor's mom regarding his grades and attendance. His mom has not consistently attended these meetings. At their last meeting, Trevor's mom signed an SAP consent form.

The SAP Core Team is familiar with Trevor and his family. Trevor's parents both attended the school district as children, and he has four older siblings who graduated from the school district. SAP Core Team members note that Trevor seems to hang out with the "wrong crowd" and most recently was suspended for fighting on the school bus. Trevor has a good relationship with his English teacher,

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Mr. Jones. Mr. Jones is not on the SAP Core Team nor is he familiar with the SAP process. Mr. Jones runs an afterschool tutoring program that Trevor has attended in the past. Trevor has expressed interest in joining the military after he graduates.

The home/school visitor (a member of the SAP Core Team) has visited Trevor's home many times, supplying the family with holiday food donations and periodically checking on Trevor when he is not at school. During the last visit, Trevor's mom reported that she lost her job and was struggling to pay her bills. Trevor's mom asked the district for resources for low-income housing and food assistance.

Trevor will return to school from suspension today, and the district has asked the SAP Liaison to screen him.

The SAP Liaison would contact Trevor's mother to talk to her about the SAP process and screening Trevor. The Liaison would gather information from his mother about what she has observed recently with regards to Trevor's behaviors. The Liaison would ask about any services that Trevor currently or previously had. The Liaison would also explain the screening process to Trevor's mother and ask if she had any questions. This Liaison would make plans to contact Trevor's mother again after the screening was completed. Since Trevor is being suspended frequently, the Liaison would complete the screening quickly. If possible, they would complete the screening during a less essential period, like study hall.

Once the CANS assessment and other necessary screening tools are completed, the SAP Liaison would work collaboratively with the Core Team to create a Student Plan. The Liaison would then schedule an in-person meeting with Trevor and his mother to review the Student Plan recommendations from the Core Team and add any ideas that Trevor or his mother may have. At this time, the SAP Liaison would explain the services being recommended and make a plan to obtain those services.

Referral recommendations would include both a mental health and drug and alcohol evaluation. The Liaison would promote family choice in picking a provider and give the family information about the different providers in the county. The Liaison would also determine if providers were already in the school district and would communicate this information to the mother. The SAP Liaison would support the family in making these referrals. The SAP Liaison would also suggest that Trevor return to the afterschool tutoring program. If there was a reason that he stopped going, the Liaison would try to help the family overcome that barrier. The Liaison would plan to later meet with Mr. Jones to explain the SAP process with him and encourage his continued positive relationship with Trevor. Mr. Jones could report to the SAP Core Team or Liaison if he notices any concerns with Trevor. The SAP Liaison would also follow up with Trevor's mother about the request for community resources for low income house and food. They would provide 211 as an immediate source of information. It is likely that there may need to be several conversations about these recommendations. It would be important not to overwhelm the family with multiple referrals at once. It may be a process to connect the Trevor with all of these services.

Additionally, the SAP Liaison would contact the school guidance department to connect Trevor with transition planning services. If a military recruiter was at the school, Trevor could speak with them. Focusing on longer term goals may help motivate his current behavior to improve. The SAP Liaison would also include Trevor in a weekly lunch-bunch prevention group that they run. This would serve to introduce Trevor to more positive peers and widen his friend circle.

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The SAP Liaison would then consistently follow up with Trevor and his mother. At first, the Liaison would make sure Trevor was connected to the services recommended. Later follow-ups would assess the effectiveness of the recommendations.

11. Please describe in detail your approach to the scenario listed below.

Mr. Johnson, a high school principal, has contacted the SAP supervisor at the agency that provides SAP services in his school. He has concerns related to the SAP Liaison. The Liaison has not participated in recent SAP Core Team meetings, rarely provides information during Team meetings when he attends and is frequently late for meetings. He says that this is the third time that he has made a complaint, seemingly to no avail, and that he had also made a complaint in the previous school year. The agency supervisor has a discussion with the liaison. The liaison says that the school does not allow enough time for him to complete his duties. He believes that his most important function is to complete student screenings, which he can only conduct during the time the school has scheduled Team meetings. His lateness is due to his additional duties as an outpatient therapist. Mr. Johnson contacts DHS and asks about the procedure to obtain a new SAP provider.

It is extremely important for the SAP Liaison to have a positive working relationship with the SAP Core Team and school district. Without this relationship, the SAP process will not work at optimal efficiency. In this particular situation, ACI would follow DHS's established conflict resolution process. The ACI SAP supervisor would schedule to have a face-to-face meeting with Mr. Johnson, the SAP Liaison, and the Core Team. In this meeting, the SAP supervisor would facilitate a conversation about the SAP process and what the team believes is the most important function for the SAP Liaison. If the Liaison is correct and they think his most important function for their district is to screen students, then the SAP Supervisor would explore how those screenings could be done at a time other than the Core Team meeting time. The SAP Supervisor would suggest meeting dates and times be scheduled in ample advance. The SAP Supervisor would also address the concern that the SAP Liaison is not providing information during the Core Team meetings. The Supervisor would explore what information they would like to see. Perhaps a regular agenda could be created to help both parties know what to expect and be prepared for during the meetings. The SAP Supervisor would attend the next Core Team meeting to observe the SAP Liaison to provide feedback and support.

The SAP Supervisor would also address job performance concerns with the SAP Liaison. The Liaison's schedule would be reviewed to determine if his work as an outpatient therapist was interfering with his ability to complete his SAP duties. Perhaps the outpatient work could be moved to the late afternoon or evening hours to avoid conflicts with SAP responsibilities. If the SAP Liaison is not providing information during meetings because he is unable to remember resources on the spot, the Supervisor would create a resource catalog (either physical or electronic) to keep with him and refer to when necessary.

The SAP Supervisor would attend the next Core Team meeting and stay in regular contact with Mr. Johnson to monitor the relationship. Ideally, the group and individual meetings would facilitate the necessary changes. In the event the conflict is unable to be resolved, ACI understands that the school district may select a new SAP provider for the next school year.

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12. Describe your vision for the SAP Program's role within a school district and your vision for an SAP Liaison's relationship with school staff, students and families.

The SAP Core Team will work in collaboration with the school community to identify and support students with drug and alcohol and/or mental health issues that pose a barrier to their success as learners. The SAP Team will help centralize and organize support for the student that the school community is concerned about. They will facilitate the process of identification to screening to support and services. Teachers, administrators, and other school staff will share in the responsibility of identifying students in need of drug and alcohol and/or mental health screening and support. This may mean that the Core Team and Liaison provide education about SAP, mental health, and drug and alcohol use to the school staff. Once identified, the SAP Team will be able to follow the appropriate process to consult, screen, and support the student. The SAP Core Team will work collaboratively with the student's family and teachers in this process.

Within the Core Team, the SAP Liaison will provide expertise with regards to drug and alcohol and mental health treatment. They will supplement and support the Core Team's knowledge about behavioral health and drug and alcohol treatment and services in Allegheny County. The Liaison will be active and involved within the school community. They will have strong relationships with school staff, students, and parents. The Liaison will always be respectful and fit into the existing culture of the school. The Liaison will be a go-to for resources and services. They will have consistent communication with school staff and parents and be organized and mindful of timelines. The SAP Liaison will be aware of the school's needs and work to address those needs.

The SAP Core Team and Liaison will work together with the school community to ensure that each student is able to achieve, remain in school, and graduate.

13. Describe how your organization will maintain a strong relationship with the school you serve and be responsive to its needs.

ACI will maintain a strong, positive, and collaborative relationship with the schools we serve. Communication is key in this endeavor. Through productive and regular communication, the SAP Liaison will build relationships and trust with the SAP Core Team, school staff, students, parents, and community providers. Communication will always be professional and respectful. ACI understands that we are joining an existing culture and community. Each district and building will have their own unique values, customs, and ways of proceeding. We will join the culture and add our expertise by being respectful and seeking opportunities to learn about exiting procedures and practices. The SAP Liaison will work diligently to become part of the school community. The SAP Liaison will be visible and available to the school staff, students, and families.

The SAP Liaison will actively work with the district to determine its needs and how to best address those needs. The SAP Liaison will provide structured prevention programs to address issues that affect larger populations within the school. They will consult with school staff when necessary about individual students. The SAP Liaison will also provide educational consultation to school staff and parents about

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mental health awareness, drug and alcohol awareness, resources, and SAP. For example, if a school district is observing an increase in alcohol use within their 11th grade level, the SAP Liaison could provide prevention programs to groups of students, provide an educational presentation to parents and the community at a school sponsored event, and meet with individual parents and school staff about specific students of concern.

To ensure that the schools are happy with their relationship with ACI and their SAP Liaison, ACI will provide regular quality measures and ensure the schools know who to contact with any concerns. Addressing any concerns as they occur will help maintain and may even strengthen the relationship.

14. Describe your plan for providing Postvention services. How would you respond if a school district requested a Postvention in the summer months?

When requested, ACI is committed to providing postvention services including facilitating or assisting with school-based crisis counseling. If a traumatic life event occurs that adversely affects the behavioral health of students and the school community, such as the death of a student or teacher, a violent event in the community, or a natural disaster, the SAP Liaison will be prepared to provide postvention support as needed. ACI is aware that trauma can occur at any time and would be ready to provide these supports during the school year and the summer months. During the summer, the school district would contact an ACI administrative staff to request support with postvention. This would ensure a timely response to the request. The administrative staff would immediately contact the SAP Liaison.

The SAP Liaison would be familiar with each school district and community. If certain traumatic events occurred frequently, such as community violence, they would work with the SAP Core Team and school district to have a plan about how to respond. It is likely that districts already have procedures about how to respond to a traumatic event and, if so, the SAP Liaison would familiarize themselves with those procedures. Additionally, the SAP Liaison would be comfortable in leading preliminary crisis counseling to student and staff. They would assess whether individuals needed additional support and then connect them with those services. The SAP Liaison could also provide education to school staff, parents, and community members at a school sponsored event regarding how to support a person who has experienced a trauma and common behaviors after a trauma.

**Staffing (10 points)**

15. Describe your plan for recruiting and retaining quality staff, including your plan for filling staff vacancies in a timely way.

All open positions which occur at Allegheny Children's Initiative are posted internally first. This gives the opportunity for any current employee who meets the qualifications to apply. Any current employee who applies for one of the SAP Liaison positions and meets the job qualifications will be interviewed. Upon completion of the interview, a decision will be made about their employment in the SAP Liaison position.

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Concurrent with the internal postings and interviews, ACI would begin to advertise externally. These external recruitment efforts would include newspaper ads, universities, Craigslist, and Nonprofit Talent.

ACI strives to provide an excellent working environment and ongoing professional development in order to retain quality staff. ACI has an active Employee Rewards and Activities Committee, dedicated to providing staff with recognition, self-care opportunities, and professional fellowship. Monthly “Lunch and Learn” trainings and quarterly “All-Agency” training opportunities allow for ongoing learning and development. ACI regularly completes exit interviews and stay interviews to obtain information about staff likes, dislikes, and areas for improvement.

16. Describe your expectations for SAP staff qualifications and conduct.

ACI expects that their SAP Liaisons will conduct themselves in a highly ethical, professional, and culturally competent manner at all times. All employees will comply with ACI personnel policies and procedures. SAP Liaisons will also be expected to comply with individual school district policies and procedures. SAP Liaisons will be knowledgeable and familiar with drug and alcohol and mental health services and providers in Allegheny County. SAP Liaisons will continue their professional development and attend trainings that are deemed necessary or beneficial to their position.

ACI SAP Liaisons will be expected to build relationships with providers already in the school district, in the immediate community, and in the county. They will also be expected to build relationships with the members of the SAP Core Team and the school staff, students, and parents in that district. They will be expected to be visible and available to the school community.

**Data Collection and Delivery (10 points)**

17. Describe your plan for tracking, entering and reporting data in a timely way.

To facilitate reimbursement by DHS, ACI will track what services are performed and how long each service is performed and enter the information into DHS’s Client Information and Payment System (CIPS). ACI currently utilizes CIPS to obtain reimbursement for several services already being provided, including Family Support Services, Service Coordination, and Administrative Service Coordination. An ACI administrative staff will enter the each child’s demographic and school district information into CIPS once a screening consent is signed. The SAP Liaison will log the services completed into ACI’s Electronic Health Record (EHR). The Fiscal Services Associate will then pull the service entries from ACI’s EHR and enter them into CIPS, matching the service completed with the individual child in CIPS. ACI currently follows this protocol with the previously mentioned programs and has found it to be accurate and efficient. The ACI administrative staff and Fiscal Services Associate will also enter similar data in Performance Based Prevention System (PBPS) and Joint Quarterly State Reports (JQSR). ACI has not had experience with either of these systems, but is confident in their ability to learn.

The SAP Liaison will collect evidence of the services performed. This will include sign-in sheets for group meetings and group prevention programs. Copies of the individual screenings will be maintained. Log sheets for individual meetings, consultations, and postvention services will be maintained. Training

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logs for educational presentations and groups trainings will be kept. Each student will have a chart maintained at their school district to keep individual documents. Additionally, the SAP Liaison will write a documentation note in ACI's EHR regarding each billable service.

18. Describe your plan for quality assurance, including which data elements you will look at to determine quality.

ACI strives to provide quality services to the children and families that it works with. ACI currently has multiple avenues to assure quality within their current programs and would incorporate the schools and families receiving SAP services into these procedures. ACI currently completes regularly scheduled quality phone calls to the families it services. ACI will complete quality calls to the school principal or appropriate SAP Core Team contact during the months of November, February, and June. Questions during the quality call will focus on service satisfaction and role fulfillment. ACI also currently completes satisfaction surveys at the time of discharge. ACI will extend this practice to SAP services and will provide satisfaction surveys to appropriate school staff and Core Team staff at the end of each school year. Information from the quality calls and satisfaction surveys would be reported in ACI's quarterly Performance and Quality Improvement Report. This report is reviewed by agency directors, staff, and ACI's Board of Directors. Information from the students and parents receiving SAP services will also be obtained. ACI will work with each individual school district to determine if quality calls or satisfaction surveys would be better for their population. In addition to obtaining data about service satisfaction, data about SAP timelines will also be collected and reviewed. The time between referral, parental consent, and screening will be tracked and reported on quarterly. If standards are not adhered to, the Director of Quality Assurance at ACI will produce a plan of corrective action and support the SAP Liaison in making the necessary improvements.

The SAP Liaison will be regularly supervised by an ACI Director. Supervisions will include both administrative and clinical/referral guidance and support. Through direct supervision and reading documentation notes, the supervisor will assure the most appropriate resources and services are being recommended, timelines are being followed, and communication with the student, parent, and school staff are occurring. Supervisions will also serve to provide ongoing professional development for the SAP Liaison. If any outside trainings are deemed necessary or valuable, the SAP Liaison will attend them.

**Financial Management and budget (15 points)**

19. Provide evidence of your financial health by attaching your most recent audit or other supporting financial documentation. If you will not provide your audit, please explain.  
See attached Audit 2013/2014, 2014/2015, 2015/2016
20. Provide a budget (using the budget template available at [www.alleghenycounty.us/dhs/solicitations](http://www.alleghenycounty.us/dhs/solicitations)) that reflects a realistic estimate of the direct and indirect costs associated with implementing SAP.  
See attached budget template

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21. Provide a budget narrative below that clearly justifies costs outlined in the budget.  
The ACI SAP budget reflects one part time SAP Liaison. This SAP Liaison would provide direct services to the school district and be supervised by the Program Director. Program Director's cost allocation is the percentage of time for the part time person.

All indirect administrative costs would be appropriately allocated to the program. The indirect administrative costs are associated with overall program support and normal business processes and operations.

Year two and three of the budget projects an increase in the number of school districts ACI would be chosen to provide SAP services.



**Proposed Direct Admin Staff Roster: Year One, Two and Three\***

Position/Title	Full Time Equivalent	Salary	Benefits/Fringe	Total Salary/Benefits
SAP Liaison	60%	40,000	9,200	29,520
Director	2%	50,000	11,500	1,230
			-	-
			-	-
			-	-
<b>Total Year One</b>				<b>30,750</b>
<b>Year Two</b>				
SAP Liaison	65%	41,000	10,250	33,313
Director	2%	51,000	11,730	1,255
			-	-
			-	-
			-	-
<b>Total Year Two</b>				<b>34,567</b>
<b>Year Three</b>				
SAP Liaison	70%	42,000	10,500	36,750
Director	2%	52,000	11,960	1,279
			-	-
			-	-
			-	-
<b>Total Year Three</b>				<b>38,029</b>

\*These titles should reflect staff who are directly responsible for work with children, youth, foster families and families of origin (i.e., case workers, supervisors, case aides, foster parent recruiters, intake staff, etc.)



## Proposed Indirect Administrative Expenses

OBJECTS OF EXPENSE	Year 1	Year 2	Year 3
<b>Personnel</b> (Use detailed Indirect Admin Staff Roster as an input for this section)			
Administrative Staff	475.00	475.00	475.00
Support Staff	500.00	500.00	500.00
Employee Benefits	224.00	224.00	224.00
Staff Training			
<b>Total Personnel Expenses</b>	1,199.00	1,199.00	1,199.00
<b>Operational Expenses</b>			
Office Space - (Mortgage/Rent)	500.00	500.00	500.00
Maintenance	75.00	75.00	75.00
Building Utilities	75.00	75.00	75.00
Communication	100.00	100.00	100.00
Office Supplies	150.00	150.00	150.00
Transportation/Travel	50.00	50.00	50.00
Vehicle Maintenance and Repair			
Postage and Shipping	25.00	25.00	25.00
Printing and Publications			
Insurance	50.00	55.00	60.00
Equipment and Furniture	100.00	100.00	100.00
Association Dues/ Licensing Fees			
Recruitment/Advertising	100.00	100.00	100.00
Auditing Expense	275.00	275.00	275.00
Other: Professional Fees	<b>1,500.00</b>	<b>1,500.00</b>	<b>1,500.00</b>
Depreciation			
Misc.	45.00	45.00	45.00
<b>Total Indirect Administrative Expense:</b>	3,045.00	3,050.00	3,055.00
<b>Offsetting Revenues:</b>			
Interest	15	15	15
<b>Total Revenue :</b>	15	15	15
<b>Net Total</b>	\$ 4,229.00	\$ 4,234.00	\$ 4,239.00

## Proposed Direct Administrative Expenses

OBJECTS OF EXPENSE	Year 1	Year 2	Year 3
<b>Personnel Expenses (Use detailed Direct Admin Staff Roster as an input for this section. Add additional rows as needed to account for all direct staff titles)</b>			
SAP Liaison	24,000.00	26,650.00	29,400.00
Director	1,000.00	1,020.00	1,040.00
Employee Benefits	5,750.00	6,897.00	7,589.00
Staff Training	700.00	700.00	700.00
<b>Total Personnel Expenses</b>	<b>31,450.00</b>	<b>35,267.00</b>	<b>38,729.00</b>
<b>Office and Operational Expenses</b>			
Office Space - (Mortgage/Rent)	720.00	730.00	740.00
Maintenance	200.00	225.00	250.00
Building Utilities	225.00	250.00	275.00
Communication	200.00	225.00	250.00
Office Supplies	400.00	450.00	500.00
Transportation/Travel	500.00	600.00	700.00
Vehicle Maintenance and Repair			
Postage and Shipping	50.00	50.00	50.00
Printing and Publications			
Insurance	525.00	540.00	550.00
Equipment and Furniture			
Association Dues/ Licensing Fees			
Model Fidelity/Consultation			
Recruitment/Advertising	500.00	500.00	500.00
Other:			
<b>Total Office and Operational Expenses</b>	<b>3,320.00</b>	<b>3,570.00</b>	<b>3,815.00</b>
<b>Offsetting Revenue</b>			
<b>Total Offsetting Revenue</b>	-	-	-
<b>Net Total:</b>	<b>34,770.00</b>	<b>38,837.00</b>	<b>42,544.00</b>
<b>Total Indirect Administrative Expenses</b>	<b>4,229.00</b>	<b>4,234.00</b>	<b>4,239.00</b>
<b>Grand Total:</b>	<b>\$ 38,999.00</b>	<b>\$ 43,071.00</b>	<b>\$ 46,783.00</b>