

RFQ Response Form
Student Assistance Program Providers

APPLICANT INFORMATION

Applicant Name: Auberle

Authorized Representative Name & Title: Stephanie Christner, Director of Behavioral Health Services

Address: 1101 Hartman Street, McKeesport, PA 15131

Telephone: 412-673-5856 ext 1242

Email: stephaniec@auberle.org

Website: auberle.org

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

Date Incorporated: 1992

REQUIRED CONTACTS

	Name	Phone	Email
Chief Executive Officer	John Patrick Lydon	412-673-5856 x 1310	johnly@auberle.org
Contract Processing Contact	Matt Davin	412-673-5856 x 1249	mattd@auberle.org
Chief Information Officer	Darla Poole	412-673-5856 x 1288	darlap@auberle.org
Chief Financial Officer	Matt Davin	412-673-5856 x 1249	mattd@auberle.org
Administrative Contact	Abby Wolensky	412-673-5856 x 1317	Abbyw@auberle.org

BOARD INFORMATION

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

Board Chairperson Name & Title: Steven Massaro, Senior Vice President, Massaro Construction Management Services

Board Chairperson Address: RIDC Industrial Park, 120 Delta Drive, Pittsburgh, PA 15238

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.*

Dr. Elizabeth Miller, Chief of the Division of Adolescent and Young Adult Medicine, Children’s Hospital of Pittsburgh of UPMC and Professor of Pediatrics at the University of Pittsburgh School of Medicine, [REDACTED]

The staff and youth at Auberle have benefited greatly from Dr. Miller’s research and dedication to social change. The expertise and training that Dr. Miller and her staff have provided to us has changed the way we approach difficult conversations and has allowed us to reach our youth on a deeper level. When Dr. Miller heard about the creation of the 412 Youth Zone in Downtown Pittsburgh, she volunteered to serve as the Clinical Director. Her team staffs our medical clinic as well with a Nurse, a Transitional Care Coordinator and either a Nurse Practitioner or a Doctor. Dr. Miller has worked with Auberle for 5 years.

Jaime Koett, Teacher/Liaison, Allegheny Intermediate Unit, [REDACTED]

Jaime has worked with Auberle for 17 years through her position at the Allegheny Intermediate Unit. As a teacher, Jaime is the liaison between Schuman Detention Center and Auberle’s Hartman Male Shelter Program.

Wendy McSparren, [REDACTED]

As Auberle’s Sanctuary Consultant, Wendy McSparren assisted Auberle in achieving Sanctuary Certification in 2015. This certification was essential to helping our clients and staff members heal from adverse experiences and trauma. Wendy has been affiliated with Auberle since 2012.

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.

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

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).

No preference.

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).

No preferences.

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?).

0

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

Three, but Auberle is flexible depending on demand.

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)

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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.

Auberle has been providing case management, supportive services and therapeutic activities for decades. In the last year, we served over 3,400 children and families through our 16 program areas, including our Behavioral Health Department. The individuals that Auberle serves often suffer from trauma and face a number of barriers that prevent them from maintaining stability in their lives. Our program participants come to us for a variety of concerns including mental health issues, housing, unemployment and family conflict. Because we are a Sanctuary Model of Trauma Informed Care agency, staff across all 16 program areas are trained to recognize any issues a child or family might face, including mental health issues. Once their needs are identified, we are able to holistically develop short-term and long-term goals in collaboration with the client that lead to client success and independence.

Auberle's Behavioral Health Department continues to exceed goals and remains committed to the principles of a recovery oriented system of care. We maintain a skilled team of mental health professionals, including those licensed in Professional Counseling, Marriage & Family Therapy and Social Work. Auberle's Clinical and Behavioral Health Department obtained an Outpatient Mental Health License in 2014. In Fiscal Year 2015, 100% of community outpatient mental health clients and 93% of residential mental health clients were all discharged positively.

In the last year, Auberle's Behavioral Health team has expanded training across the clinical team to increase the service options to include additional evidence-based models of treatment, including Trauma Focused Cognitive Behavior Therapy (TF-CBT) provided within individual and family therapy sessions, as well as Aggression Replacement Training (ART) provided in a group setting for both male and female adolescents in Auberle's care. Auberle's clinical team continues to prioritize family engagement through therapy sessions and visits, whenever possible.

Auberle's Behavioral Health Services are available to all children and families connected with Auberle, regardless of ability to pay. Our behavioral health team serves youth both in our residential programs and youth in our community programs such as the 412 Youth Zone or the Employment Institute. Our expertise and familiarity with mental health interventions and drug and alcohol services will be available to support students through the Student Assistance Program. We also have strong relationships with numerous other providers in our network of which we would refer children and youth to.

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.

Although the children and families we serve often face numerous barriers to success, one common barrier that we see often is drug and alcohol addiction. To help families overcome this barrier, Auberle obtained an Outpatient Drug and Alcohol License in 2004. Outpatient drug and alcohol counseling is conducted in both group and individual settings. Auberle Behavioral Health staff members are trained to identify individuals in need of drug and alcohol supports. If a youth appears intoxicated, under the influence or discloses to a staff member that they are struggling with drug and alcohol issues, they are immediately referred to a Drug and Alcohol therapist to evaluate the situation and help the youth take the right steps toward recovery.

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In the last fiscal year, 100% of our community outpatient drug and alcohol clients and 100% of residential drug and alcohol clients were discharged positively. These positive discharge rates reflect the ability of our Behavioral Health team to work with each client and achieve positive outcomes.

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

Auberle works with school aged-children and their families across numerous program areas. When children are experiencing trauma and are in unsafe situations, it is sometimes necessary to place them in care outside of their birth family. Our residential programs provide children and youth ages 7 to 20 with a safe environment to change negative behaviors, heal from trauma and address mental health issues with a goal of reconnecting them with family or kinship care. Auberle staff members, including our Lead Teacher, act as liaisons between school districts and teachers to help our residential youth and children achieve academic success, filling roles that parents or guardians might typically fulfill. Additionally, our Hartman Male Shelter (HMS) program offering young men an alternative to juvenile detention prior to adjudication, partners with Allegheny Intermediate Unit to provide education services to youth. It is because of our commitment to achieving positive outcomes with all clients we serve that six out of seven eligible residential youth graduated from high school in the spring of 2016.

In addition to providing residential services for children and youth, our Stop Now and Plan (SNAP) program serves both girls and boys between the ages of 6 and 11. SNAP helps children manage anger and impulse control issues while providing parents with more effective parenting strategies. Auberle's Homebuilders Intensive Family Preservation Service (IFPS) program works with children in the same age range, to help families resolve difficult crises within the home so they can remain together.

Auberle serves older youth, ages 16 to 24, through two programs: the 412 Youth Zone and the Employment Institute. The 412 Youth Zone is a safe and welcoming one stop center in downtown Pittsburgh for youth ages 16 to 23 who are aging out of the foster care system or homeless. The Employment Institute has quickly become the region's go-to workforce development program, serving over 300 youth in the last year through nine certification programs and 33 additional supportive services. While enrolled in either program, case managers (or youth coaches at the 412 Youth Zone) can discuss individual education goals and connect youth with GED classes or tutoring as well as numerous additional support services such as drug and alcohol counseling, a driver's license or Auberle's on site food pantries.

Across all program and services our staff notices one similarity regarding school-age children and youth: their aptitude to succeed both academically and personally, with support from case managers, youth coaches or therapeutic staff.

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

Service Delivery (50 points)

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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?

The screening will be scheduled as soon as possible (and no greater than 15 days) following the referral to allow time for unanticipated occurrences. The order of the screenings will be prioritized based upon the identified risk factors and the overall consensus of the SAP team. The anticipated obstacles to timely completion of the screenings include student or SAP liaison absences and delays in obtaining parental consent. The SAP liaison will work in collaboration with the rest of the SAP team to overcome obstacles to timely screenings as well as seek supervision to generate further ideas for problem resolution. For instance, the SAP liaison may work with the SAP teams to identify days/times when the student is more commonly present at school and adjust scheduling accordingly. Other options may include offering monthly or bi-monthly blocks of time after school at each building to complete additional screenings that were rescheduled due to absences. In order to overcome delays (or refusals) in obtaining parental consent, the SAP liaison will attempt to contact the parents/guardians by phone within one working day following receipt of the referral.

The SAP liaison will strive to establish a collaborative relationship with the parents/guardians and ensure a balanced presentation of strengths and areas in need of improvement. The SAP liaison will attempt to contact the parents/guardians by mail if unsuccessful at doing so by phone and also include information specific to the benefits of students' participation in the SAP program. Following refusals or unsuccessful attempts at establishing contact with parents/guardians, the SAP liaison will track each referral and make an additional attempt to seek consent 30 days following last contact with parent/guardian.

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

Our overall approach to engaging parents in SAP activities is to defer to the parents as the "experts" on their own children and seek a collaborative team-oriented approach to support their children in overcoming problems interfering with their children's success. We will ensure a balanced approach in which the students' strengths are acknowledged and discussed as much as the students' concerning behaviors. We would attempt to engage and collaborate with parents as early in the process as possible and maintain consistent contact with them. Our approach also includes contacting the parents/guardians to report positive updates regarding the progress of the students, as well as recognizing and honoring the support provided by the parents/guardians. Another strategy includes identifying other supports with whom the family has a positive and trusting relationship to assist in establishing a collaborative relationship between the SAP liaison and the parents.

Auberle currently uses this collaborative approach with parents across all program areas, where possible. For example, our Homebuilders team works with both parents and children to develop solutions to crises in the home. Moreover, Homebuilders staff members must resolve crises within 30 days requiring that they build trust between one another quickly. In addition, our SNAP program works with parents to teach strategies that help their child overcome negative or anti-social behaviors. SNAP's goal was to have 85% of the parents complete all sessions designed for them. SNAP far exceeded this goal: 100% of the parents of the boys and 93% of the parents of the girls completed their sessions, demonstrating our ability to work collaboratively with both parents and children to overcome challenges they might face. Finally, Auberle created positions internally titled Transitional Coordinators and Care

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Coordinators. Staff members in these positions communicate with parents on a regular basis, working to make sure that they are a part of their child's healing process, involving them wherever possible and communicating positive feedback on a regular basis. We will apply the same willingness to work in a collaborative manner with both children and families to the SAP program.

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 will collaborate with the existing network of human service providers in Allegheny County?

We will notify providing agencies in the area of our role in SAP and seek letters of agreement pertaining to referrals of students for Mental Health or Drug and Alcohol Assessments. We will keep detailed information on-hand regarding each of the various service providers and assist the families in obtaining timely appointments with providers who offer the recommended services.

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).

We will inform the student and family of their right to select any provider of their choice. We will collect and maintain up-to-date information on the services offered by each provider, including brochures, flyers, and links to websites. We will encourage families to seek second opinions if they are not in agreement with the recommended levels of 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?

Auberle and the SAP liaison would maintain on going communication between students, their families, school districts and referral organizations to monitor progress, problem solve additional challenges students are facing and to support the families. Auberle's positive Behavioral Health outcomes can be attributed to our willingness to communicate with families throughout the referral and treatment process. We place no time limit on how long our clients can contact us for support and encouragement.

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.

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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, 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.

Trevor would receive an immediate screening based on the recommendation of the district and in accordance with signed parental consent. The SAP liaison would seek the assistance of Trevor's English teacher, Mr. Jones and the home/school visitor to obtain information specific to the strengths and resources of Trevor and his family and to assist the SAP liaison in establishing a positive connection with Trevor and his mother. The SAP liaison would meet with Trevor and immediately begin to work toward joining with him and building rapport while conducting the screening. The SAP liaison would also contact Trevor's mother by telephone to begin to build a collaborative relationship and attend to the mutual goal of removing barriers to Trevor's academic and personal success.

In conjunction with the other members of the SAP team, the SAP liaison would work to obtain a comprehensive perspective into the strengths, resources, and concerns for Trevor and his family through collaboration with all involved faculty and/or coaches. The SAP liaison would collaborate with the SAP team to review the information collected and review recommendations based upon the direct screening with Trevor as well as input from all other parties. The SAP liaison would work with the SAP team to identify internal resources available to Trevor within the school setting to remove obstacles and promote success. The SAP liaison would also likely refer Trevor for a Mental Health assessment to determine the need for specialized evidence-based trauma therapy (such as Trauma Focused Cognitive Behavioral Therapy) to provide opportunities to process, grieve and heal the trauma of the sudden death of Trevor's father. The SAP liaison would also recommend a Drug and Alcohol assessment secondary to the Mental Health assessment. The SAP Liaison, in coordination with the SAP team, would meet with Trevor and his mother to review the recommendations and provide information on various community-based providers local to their residence who offer both Mental Health and Drug and Alcohol assessments and treatment. The SAP Liaison would work with Trevor's mother to establish contact with the various community-based providers to schedule an initial mental health assessment, preferably with an agency specializing in trauma-informed care and evidence-based approaches to treatment. The SAP Liaison would also encourage Trevor's mother to request a MISA (Mental Illness Substance Abuse) screening the Mental Health Assessment to determine the need for an additional referral for a Drug and Alcohol assessment.

The SAP Liaison would maintain ongoing communication with Trevor, his mother, and the SAP team to

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provide support and encouragement, monitor Trevor's progress, identify and problem-solve treatment barriers, and assess the overall impact of treatment.

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.

The SAP Liaison would be required to prioritize her/his role in SAP to avoid such circumstances. If there was not enough work via the SAP program to sustain a full-time employee, the employee would be assigned to assist the Behavioral Health team via completion of Outpatient Mental Health and Drug and Alcohol Assessments on an as-needed basis. These assessments would fall secondary to the employee's commitment to SAP and this will be clearly communicated upon assignment or hire for SAP. A process for ongoing communication and timely reporting of concerns will be established, which includes scheduled periodic contact between the agency supervisor and school administration.

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.

Auberle's vision is to act as a resource and support system for our partner school districts, school staff, students and families. Staff would utilize the Sanctuary Model to break down barriers between staff, school districts and children to connect them to necessary resources. The Sanctuary Model provides a tool kit for staff to make the connection between what adverse experiences children have experienced and how those experiences are standing in their way of success, whether academic or personal. It helps staff better understand the reasons behind a child's decisions and behavior. The model does not ask youth to change who they are, but provides them with an arsenal of resources that reinforce positive self-regard, the importance of future planning and rescripting of negative messages. By using the Sanctuary Model as a Student Assistance Provider, we will eliminate the barrier between "us" and "them." Breaking down those barriers will aid in the creation of trusting, mutually respectful relationships between staff and youth to create positive outcomes for all those we serve.

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

As referenced previously, we will collaborate with school administration to schedule ongoing communication with an agency supervisor on a monthly basis, which may occur by phone or via the agency supervisor's presence at the school for a face-to-face meeting. A brief agenda may be established to guide conversation and routinely review the strengths of the SAP liaison across the various services and any areas in need of improvement. This feedback will be routinely incorporated

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into supervision between the agency supervisor and the SAP liaison, which will be scheduled on a weekly or bi-weekly basis depending on need. The agency supervisor and/or agency director will provide the schools served with multiple means of contact, including telephone numbers and email addresses. All calls or emails will receive a prompt response (by the end of the business day on most occasions and the next business day at the latest). The SAP liaison will be coached and supervised to ensure that she/he presents a professional demeanor, demonstrates effective joining and collaboration skills with faculty, students, and families, and maintains appropriate boundaries.

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

Postvention services would be provided by the agency SAP liaison as needed during the summer months, as well as throughout the school year. The SAP liaison will assist the overall SAP team during the aftermath of crises in accordance with the school's crisis policies. The SAP liaison will promote open communication and identify steps toward restoring a sense of safety/security in the school setting. The SAP liaison will also identify community resources for any crises that warrant additional support and/or are beyond the scope of the agency SAP liaison's training and experience.

Staffing (10 points)

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

Auberle employs nearly 215 staff. We survey our employee satisfaction regularly and by external sources such as the Pittsburgh Post-Gazette annually. Our scores are consistently high and we are ranked both the Healthiest Employer in the region in 2016 and a 2016 Top Place to Work. This year the Pittsburgh Post-Gazette named Auberle the number one agency in the region for providing staff the training they need to be successful on the job. Providing quality training to staff is key to recruiting and retaining the best staff.

Our mission commitment scores are exceptional and it is apparent that our employees are here to change lives – not just to collect a paycheck. Almost half of our employees are from the communities where children are most frequently removed from their families. Auberle staff is encouraged to recommend qualified candidates for employment. Employees receive a bonus when a referred candidate successfully completes their introductory period. With nearly half of our staff being from the targeted communities – we are confident our hiring will reflect the communities we will serve and connect youth to much needed services in.

Auberle advertises in every possible venue. We are able to market our status as agency of the Year to attract the most talented candidates. We use local universities, colleges and web based engines such as Indeed, our web site, our electronic sign, our business partners and Non-Profit Talent. We invite all eligible candidates that meet the minimum requirements of the job to a group interview. This allows us to meet and screen as many candidates as possible.

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The Sanctuary Model™ of Trauma-Informed Care is at the core of all staff training and supervision. Every staff member participates in a 10 module training as part of their orientation plus an entire month of on-boarding and other pertinent trainings. Additionally, all staff members are required to attend at least monthly supervision sessions with their immediate supervisor. These supervision sessions serve as “care for the caretaker” and allow staff to discuss caseloads, professional goals and receive much needed support.

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

SAP staff will be expected to hold a minimum of a Bachelor’s level education in counseling, education, and/or another relevant human services field. SAP staff will possess or be prepared to obtain required professional training specific to the SAP role. SAP staff will be expected to possess the experience and/or training in crisis prevention, intervention, and post-vention to effectively respond to the needs of the student and school community. SAP staff will be expected to conduct themselves in a professional manner in the school and agency settings. SAP staff will seek clarity and understanding regarding their role and designated responsibilities and demonstrate the ability to carry out SAP tasks in an effective and efficient manner. SAP staff will be expected to communicate effectively and work within the larger team. SAP staff will be expected to meet for supervision on a weekly or bi-weekly basis with the agency supervisor.

Data Collection and Delivery (10 points)

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

Auberle has an independent Psychological Statistician and Licensed Psychologist to determine which reliable and valid instruments we use to measure outcomes. After critical data is collected, the Statistician conducts rigorous data analysis and then formulates targeted comparisons against county, state and federal metrics to identify improvements to make and to ensure we are working with our partners to deliver improvements in program quality. All Auberle staff members are familiar with and are trained to use FamCare, our internal database that tracks all client information. In addition, all programmatic goals at Auberle are measured against national benchmarks as identified by the Alliance for Strong Families and Communities Benchmarking Initiative. As a participant in this initiative, we are able to gain insight into the effectiveness of service delivery, finances and efficiency.

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

Auberle’s program staff including our Behavioral Health Department and Finance Team will monitor the progress of the new program to ensure that it is in compliance with proposed and expected outputs. Auberle’s Continuous Quality Improvement (CQI) Program, established in 1996, ensures that overall service delivery to troubled children and families is provided through quality, effective and measurable means that are in concert with program outcomes and Auberle’s mission, values and goals. The CQI program supports the collection of clinical and organizational data as well as the quantitative and qualitative analyses of such data.

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We strive for 100% positive results. If we fall short, we use the CQI program to closely examine unsuccessful cases to understand what prevented a youth or family from succeeding. We are also in the process of establishing a relationship with Allegheny County Consumer Action Response Team (CART) to conduct client satisfaction surveys with our outpatient mental health clients as an additional avenue of determining areas of strengths and weaknesses within our Mental and Behavioral Health program.

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.
20. Provide a budget (using the budget template available at www.alleghenycounty.us/dhs/solicitations) that reflects a realistic estimate of the direct and indirect costs associated with implementing SAP.
21. Provide a budget narrative below that clearly justifies costs outlined in the budget.

Personnel: Our personnel costs consist of a full time SAP liaison/therapist at \$38,500. We also included 10% of our Director of Behavioral Health Services' time at \$7,000. We budgeted 25% for fringe benefits for each one of these positions or \$11,375.

Training: We allotted \$2,500 per year for additional staff training that Auberle finds would advance the professional development of the SAP liaison/therapist. These trainings would be in addition to what is required through the Student Assistance Program.

Transportation/Travel: Auberle estimates that the SAP liaison/therapist would drive approximately 37 miles a day, totaling 786 miles per month. As the federal mileage rate is \$0.53 per mile, the total transportation budget for 12 months is \$5,000. (786 miles x 12 months x \$0.53 mileage rate=\$5,000).

Equipment: We will provide a laptop to the SAP liaison/therapist estimated to be \$800.

Other: We estimate the cost of an Internet Jetpack to be \$200 per year. The Internet Jetpack would be essential to the therapist/SAP liaison's work as internet access might not be available depending on where they are working.

We add 12% admin costs at \$7,845.

Total: \$73,220

Proposed Direct Administrative Expenses

OBJECTS OF EXPENSE	Year 1	Year 2	Year 3
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)			
SAP Liason/Therapist	\$38,500	\$38,500	\$38,500
Director of Behavioral Health Services (10%)	\$7,000	\$7,000	\$7,000
Employee Benefits	\$11,375	\$11,375	\$11,375
Staff Training	\$2,500	\$2,500	\$2,500
Total Personnel Expenses	\$59,375	\$59,375	\$59,375
Office and Operational Expenses			
Office Space - (Mortgage/Rent)			
Maintenance			
Building Utilities			
Communication			
Office Supplies			
Transportation/Travel	5,000.00	5,000.00	5,000.00
Vehicle Maintenance and Repair			
Postage and Shipping			
Printing and Publications			
Insurance			
Equipment and Furniture (Laptop)	800.00	800.00	800.00
Association Dues/ Licensing Fees			
Model Fidelity/Consultation			
Recruitment/Advertising			
Other: (Internet Jetpack)	200.00	200.00	200.00
Total Office and Operational Expenses	6,000.00	6,000.00	6,000.00
Offsetting Revenue			
Total Offsetting Revenue	-	-	-
Net Total:	\$65,375	\$65,375	\$65,375
Total Indirect Administrative Expenses	\$7,845	\$7,845	\$7,845
Grand Total:	\$73,220	\$73,220	\$73,220