

RFQ Response Form
Student Assistance Program Providers

APPLICANT INFORMATION

Applicant Name: Community Empowerment Association, Inc.

Authorized Representative Name & Title:

Address: 7120 Kelly Street, Pittsburgh, PA 15208

Telephone: 412-371-3689

Email: TRByrdsong@ceapittsburgh.org

Website: www.ceapittsburgh.org

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

Date Incorporated: June 15, 1995

REQUIRED CONTACTS

	Name	Phone	Email
Chief Executive Officer	T. Rashad Byrdsong	412-371-3689	TRByrdsong@ceapittsburgh.org
Contract Processing Contact	Amargie Davis	412-371-3689	ADavis@ceapittsburgh.org
Chief Information Officer	Genie Beckom	412-371-3689	LBeckom@ceapittsburgh.org
Chief Financial Officer	Daytona Gordon	412-371-3689	Daytona@ceapittsburgh.org
Administrative Contact	Angela DeVan	412-371-3689	ADevan@ceapittsburgh.org

BOARD INFORMATION

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

Board Chairperson Name & Title:

Board Chairperson Address:

Board Chairperson Telephone:

Board Chairperson Email:

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

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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.*

2 Year relationship with Dr. Vladimir St. Surin, Dean, Homewood Brushton CCAC – [REDACTED]
4 year relationship with Ms. Ebony Gaskin – [REDACTED] (Resident), and 4 year relationship with Julie Motley-Williams, Executive Director, Homewood-Brushton YMCA, [REDACTED]

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. N/A for Non Profits.

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.

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-licensures for the past three years, including revoked and provisional licensures
- MWDBE Participation Statement and/or Waiver Statement
- Allegheny County Vendor Creation Form
- Audited financial reports for the last three years
- W-9

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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).

East Quadrant and Pittsburgh Public Schools

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).

Pittsburgh Public School District
McKeesport Area School District
Woodland Hills School District

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?).

None. We would like to be a new provider.

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

We would like to service 3 districts in the East Quadrant. We have established relationships with these districts through our other programs and services. We provide services through our Partial Hospitalization Program, Mobile Therapy Program, Truancy Program, Workforce Development and Training, and Afterschool Program.

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.

CEA has been working with participants requiring mental health support since 1994 with Parents in Action who were formed to deal with families who experienced the trauma of losing loved ones to violence, who were also resistant to traditional mental health services. In 1997, the University of Pittsburgh's Institute for Public Health and Psychiatry invited CEA to participate in collaboration with UPMC's physicians, researchers and surgeons. This innovative partnership with a leading university in the field of public health enabled CEA to avail culturally specific counseling and support services to first-time victims of violence. CEA has been licensed as a mental health provider since 2005. Currently we provide an After School Partial program for youth ages 6-18, a Mobile Therapy program for youth, and through these programs provide individual and family therapy.

In 2006, CEA received a Robert Wood Johnson Foundation (RWJF) grant to technologically strengthen its infrastructure so it could implement an urban project for community wellness. RWJF, headquartered in Princeton, New Jersey, is a national leader in the arena of quality health care promotion, and annually provides grants to organizations like CEA that have the capability to reach individuals and families who are underserved and/or hesitant to use traditional behavioral health or substance abuse services. Called the Strengthening Emotional and Behavior Disorder (EBD) Families: A Grassroots Multi-systemic Culturally Appropriate Community Based Initiative, this community

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driven initiative will enable CEA to create a comprehensive countywide collaboration among agencies that provide social services to low-income communities with seriously high at-risk populations.

In addition to using the CANs SAP Screening tool and the SASSI tool for assessments, CEA has an in-depth Risk and Protective Factors and intake assessment process. As a culturally proficient, community-driven Afrocentric social services organization, CEA is strategically positioned to assess and identify a host of common risk factors unique to at risk, hard to reach, low income populations at the individual, family, school, and community levels.

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.

Through CEA's in-depth Risk and Protective Factors and Intake Assessment, we are able to identify any issues for the families around drug and alcohol. We have collaborations with various drug and alcohol recovery houses/group homes. In addition, CEA has staff member with drug and alcohol counseling expertise.

3. Discuss your experience working in schools or with school-aged children and their families.
The majority of our programming targets children ages 6-18. CEA believes in holistic approaches to services, we have built relationships with teachers, principals, counselors that service children. CEA attend school events, conduct observations, and behavior modification with our clients while in school. Staff assist parents in getting IEPs for their children, and go the extra mile to ensure student educational attainment and family success. As part of our Truancy Program, our staff has gone as far as to go to the home, wake the children up, and take them to school. We are committed to assisting children and families through all identified barriers.
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?

Upon receiving the referral, CEA would immediately contact the parent and schedule a meeting with parent and youth to discuss the recommendations and begin the intake process. We see the following obstacles:

- Inability to reach the parent by mail and by phone. Our next step is to go to the home, either accompanying youth to the home after school or visit the home during off business hours if necessary, including Saturday and Sundays.
- Another obstacle is no show of parents to schedule appointments. Our next step would be to continue to engage the parent with alternative suggestions for meetings, even if weekends are necessary.
- We also might find obstacles when the parent is in denial, or unaware of an existing problem or concern that needs addressed with their child. In the area of drug and alcohol, the parent could also have a D&A problem. At that point we would have to present the evidence of our findings to the parent and SAP Core Team and devise a plan of action to deal with these issues up to and including mandated reporting as required if necessary.

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6. Describe your plan for involving families in SAP activities (outlined in Appendix B), especially your approach to engaging with parents.
CEA's depth and breadth engagement process has trained staff to go the extra steps. As we naturally understand the challenges affecting at risk youth, we historically are able to reach the unreachable, including parents. Our approach is to assist by educating the families, one on one in-depth discussions, and being there when needed. Once you have built a relationship of trust with the family it allows the family to take advantage of opportunities presented. In addition, we as a provider, are willing to meet during nontraditional hours, which is a critical component of building trust. We do not judge, but provide redirection for change. We also let the family know that we are here to advocate for the family when needed. This "trust" enables parents to be more open to solutions for change. As we educate the parent in the SAP process, we are able to assist the youth. Also CEA creates safe spaces for youth and families to participate in lifeskills workshops, recreational activities and family outings. For example: How to Deal with Stress during the Holidays, is a recent Education Forum held at CEA.
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?
As a SAP provider we will introduce ourselves to services available in the community in which the student lives, notify them of our existence as well as create the pipeline for referrals. Once completed we will create linkage agreements with the organization, CEA and the family to create partnerships to be able to maximize the delivery of quality 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).
CEA use a Conferencing & Teaming approach and would continue that as a SAP Provider. Conferencing & Teaming brings together the family, neighbors, community members and formal resources. This process allows for family choice and information to make the best choice about how to proceed.
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?
Several follow-up meetings and phone calls with parents to discuss whether or not appointments have been made, any issues or barriers to keeping the appointment, attending the initial appointment with them, if requested, and ongoing follow-up to ensure that they are receiving treatment on a consistent basis. Also having families sign Release of Information forms so that we are able to speak with the service provider to advocate for their needs, if needed or requested.
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,

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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, 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.

First, we would meet with Trevor and conduct initial risk and protective factor screenings, and CANs assessment, and the substance abuse subtle screening inventory. Next we would consult the School, the counselor, teachers, including Mr. Jones to see what their expectations are when he returns to school. We would speak with Mr. Jones regarding his relationship with Trevor and how he engages him, and explain the SAP process. We would speak with the guidance counselor to see where Trevor is in regards to graduating on time. Through the assessment process we would be able to ascertain whether Trevor and Mom would benefit from a psychiatric evaluation, mental health services, (Grief and Loss) and DNA services as needed. In addition as part of our assessment process we ask what are the needs for the child and the family. We then would get Trevor, Mom and into services, develop a crisis plan, develop an education plan for graduation, develop a workforce development and training plan. In addition, we would find available resources for helping the family with low income housing and food assistance. We would provide the opportunity for SAP Educated Training for any school employee interested in learning how to deal with the trauma affecting Trevor and his family. We would follow-up and actively engage with the family throughout this process.

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.

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For CEA, this scenario would not happen as our SAP Provider would be dedicated 100% of his/or her time as a SAP Liaison. However, given this scenario, the following would take place:

1. Sign in Sheets, call logs, log sheets and copies of screenings would be reviewed and reconciled to determine concerns or gaps in services.
2. Based upon the findings a corrective action plan would be created for the staff person, and a discussion with Mr. Johnson to provide a replacement SAP Liaison.

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.

CEA's vision of the SAP Program will be as a collaborative partner with the district, as well as assist in the development and implementation of feasible solutions to student challenges. The role of the SAP Liaison will be to work closely with the parent, school and resource services to mitigate issues related to student's educational attainment, and also assist the family in navigating through complex systems to address any identified systemic issues.

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

CEA SAP's Liaison will be required to provide services based on the recommendations of the SAP Core Team. The roles and responsibilities needed to complete the recommendations include, case conferences with school staff, parents, student, as well as resource agencies. Regular face to face meetings with student and family, and required reporting documentation that is reviewed by SAP Supervisor of CEA to make sure staff is on top of their duties and responsibilities. The SAP Liaison will maintain a presence within the district, educational forums and dissemination of information about the SAP programs – so that school staff know that we are available and ready to assist students that are referred. CEA will keep an "open door policy" so that Schools can freely contact to ask questions, and provide any concerns about CEA Staff. One thing is that many of the schools in the East quadrant are well aware of CEA through the wide range of services that we offer, and are aware that we are here to assist them to address any student crisis and/or needs.

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

If the school refers a student for Postvention summer services, CEA's SAP liaison will continue to work with that referred student and family to ensure participation.

Staffing (10 points)

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

The SAP position(s) will be posted on our website, and other job placement agencies as a full time position including a quality benefits package. We currently have licensed mental health staff that can assist if we have any vacancies until we are able to fill the position. In addition, we have Masters Level staff that can assist when needed. Also, the SAP Supervisor will be SAP certified and can step in when needed. Our goal is to never have a gap in services for a referred student and their family.

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

- Master's degree in social work or related discipline with 3-5 years' experience preferred
- Act 33-34, FBI Clearances or be able to obtain them within 30 days of employment
- Valid Driver's License and Insurance with a clean driving record
- SAP Certified
- Proficient in MS Word, Excel and Outlook

Data Collection and Delivery

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

As noted in the RFP, CEA's case manager will be responsible for tracking what services CEA performs and how long they perform each service, and entering this information into DHS's Client Information and Payment System (CIPS). Major sets of information that will be tracked and reporting include: attendance to SAP Core Team meetings, conducting SAP Groups, Follow-up with a student or parent after a referral, meeting with a parent or teacher, conducting a screening, consulting with school staff in regard to SAP-related issues, providing intervention services, information/providing training about SAP to staff, parents or the community, name and demographic information of the student, where applicable, school district, school, SAP liaison name, SAP group name, type and time of services provided, and date of the service provision. CEA will also enter all necessary data in the state-required databases: Performance Based Prevention System (PBPS) and Joint Quarterly State Reports (JQSR).

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

CEA will also conduct periodic internal tracking and problem solving assessments of the services in order to secure maximum desirable service impact. More specifically, CEA will conduct with entire staff team on a quarterly basis the updating of the quality assurance matrixes so that program achievements can be systematically monitored and reviewed for continual improvement. First is called Process and Outcomes Matrix (POM matrix), which clearly specifies: (a) program goals, (b) associated intervention strategies/design for each goal, (c) names of staff who are directly accountable, and (d) goal associated measurable benchmarks and outcome indicators among the participant students. The second matrix is called program's Problems, Issues, and Challenges Matrix (PIC matrix) which specifies: (a) difficulties, and complications, and obstacles associated with the effective goal achievement, (b) new strategies for solving the PIC for each goal; and (c) names of staff who will be accountable for the resolution; and (d) goal associated measurable benchmarks and outcome indicators among the participant students. CEA will also conduct SAP Satisfaction Assessment based on opinions of youth participants, parents/guardians, and school staff members. The survey instrument is designed to assess five major areas including: (a) adequacy of the CEA's SAP services; (b) overall service satisfaction; (c) service impact; (d); and (e) suggestion for program improvement.

The CEA evaluation system for the proposed program is also designed to analyze Intervention fidelity, which will be focused on the extent to which the process of the CEA intervention adheres to the protocol as specified in the RFP: (e.g., the provision of the SAP Child and Adolescent Needs and Strengths (CANS) with direct Involvement of parents in the process, identification of unaddressed behavioral needs, securing the parent consent to all of the services, linking students to in-school and/or

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community based services and supports, provision of offering families knowledge of and choice of support services and providers, collaboration efforts with mental health and drug and alcohol providers already in the school as well as with existing network of human service providers, avoidance of the conflict of interest in the development of the Student Plan that directly reflects the student's and family's unique needs and their best interest, monitoring and checking-in with the student/parents by CEA for guidance and support, facilitation for students returning to school from treatment, offering of school-based crisis counseling as needed, consult with schools in regard to strategies for engaging parents in the SAP process, efforts to building trust with the school district and open communication with school staff, students, parents and health/drug and alcohol providers, development of the letter of agreement that outlines the specific expectations of the school district, offering refresher courses in the goals of SAP, providing education about SAP to school staff and parents, and providing updates on emerging SAP issues, facilitate SAP Groups for students to discuss behavioral health issues and/or provide technical assistance to schools around policy development related to mental health and drug and alcohol issues, specification of the strategies to remove learning barriers and promote student academic and personal success strategies to remove learning barriers and promote student academic and personal success, and adherence to the conflict resolution process in the event that issues should arise between the key stakeholders).

The CEA's outcome assessment will be conducted to measure the extent of effective service provision to the school personnel for: (a) helpfulness to students in need of overcoming drug and alcohol and/or mental health barriers; (b) rate of academic progress and remaining in the school to graduate; (c) reduction of student suicide rate (compared to past rates), (d) reduction of use of drugs, alcohol and controlled substances; (e) mental health recovery; and (f) benefit equity-- involves examining whether desirable service outcomes are distributed equitably among different groups of student population in need. Such findings help identify which student groups needed additional attention by the CEA for continual improvement through special efforts (e.g., via PIC matrix as previously noted).

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.

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 Supervisor	50,000.00	50,000.00	51,500.00
SAP Liasion	40,000.00	40,000.00	41,200.00
SAP Liasion	40,000.00	40,000.00	41,200.00
SAP Liasion	40,000.00	40,000.00	41,200.00
Employee Benefits	30,739.00	30,739.00	31,661.00
Staff Training			
Total Personnel Expenses	200,739.00	200,739.00	206,761.00
Office and Operational Expenses			
Office Space - (Mortgage/Rent)	9,018.00	9,018.00	9,289.00
Maintenance			
Building Utilities	4,771.00	4,771.00	4,914.00
Communication	3,645.00	3,645.00	3,754.00
Office Supplies	7,200.00	7,200.00	7,416.00
Transportation/Travel	900.00	900.00	927.00
Vehicle Maintenance and Repair			
Postage and Shipping			
Printing and Publications	5,833.00	5,833.00	6,008.00
Insurance	1,692.00	1,692.00	1,743.00
Equipment and Furniture			
Association Dues/ Licensing Fees			
Model Fidelity/Consultation			
Recruitment/Advertising	150.00	150.00	155.00
Audit	1,994.00	1,994.00	2,054.00
Total Office and Operational Expenses	35,203.00	35,203.00	36,260.00
Offsetting Revenue			
Community Care	60,000.00	60,000.00	60,000.00
Total Offsetting Revenue	60,000.00	60,000.00	60,000.00
Net Total:	175,942.00	175,942.00	183,021.00
Total Indirect Administrative Expenses	-	-	-
Grand Total:	\$ 175,942.00	\$ 175,942.00	\$ 183,021.00

Personnel

SAP Supervisor FTE \$50,000 @ 20% annually	10,000.00
2 SAP Liasion- FTE @ \$40,000	80,000.00
SAP Liasion- PT 50% of \$40,000	20,000.00

Employee Benefits 28%

Health/ Dental/ Life/401K	30,739.00
Staff Training	

Total Personnel Expenses

Office and Operational Expenses

Office Space - (Mortgage/Rent)	
Annual Rent \$ 90,178 @ 10%	9,018.00
Building Utilities	
Annual Utilities\$ 47,713 @ 10%	4,771.00
Communication	
Annual Telephone \$ 36,451 @ 10%	3,645.00
Office Supplies	
\$300 per month x 12	7,200.00
Transportation/Travel	
\$100 per month x 9	900.00
Printing	
Annual \$ 58,328 @ 10%	5,833.00
Insurance	
Annual \$ 16,921 @ 10%	1,692.00
Recruitment/Advertising	
	150.00
Audit Expense	
Annual \$ 19,944 @ 10%	1,994.00

Total Office and Operational Expenses 175,942.00

Year 3 shows a 3% increase

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

Position/Title	Full Time Equivalent	Salary	Benefits/Fringe	Total Salary/Benefits
SAP Supervisor	50,000.00	10,000.00	3,571.62	13,571.62
SAP Liasion	40,000.00	40,000.00	10,866.77	50,866.77
SAP Liasion	40,000.00	40,000.00	10,866.77	50,866.77
SAP Liasion	40,000.00	20,000.00	5,433.39	25,433.39
				-
Total Year One	170,000.00	110,000.00	30,738.55	140,738.55
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SAP Supervisor	50,000.00	10,000.00	3,571.62	13,571.62
SAP Liasion	40,000.00	40,000.00	10,866.77	50,866.77
SAP Liasion	40,000.00	40,000.00	10,866.77	50,866.77
SAP Liasion	40,000.00	20,000.00	5,433.39	25,433.39
				-
Total Year Two	170,000.00	110,000.00	30,738.55	140,738.55
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SAP Supervisor	50,000.00	10,300.00	3,571.62	13,871.62
SAP Liasion	40,000.00	41,200.00	10,866.77	52,066.77
SAP Liasion	40,000.00	41,200.00	10,866.77	52,066.77
SAP Liasion	40,000.00	20,600.00	5,633.39	26,233.39
				-
Total Year Three	170,000.00	113,300.00	30,938.55	144,238.55

*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.)