

RFQ Response Form
Student Assistance Program Providers

APPLICANT INFORMATION

Applicant Name: Chartiers Center

Authorized Representative Name & Title: Rosi Albert, COO of Recovery Treatment Services

Address: 437 Railroad Street Bridgeville, PA 15017

Telephone: 412.221.3302, extension 191

Email: ralbert@chartierscenter.org

Website: www.ChartiersCenter.org

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

Date Incorporated: May, 1969

REQUIRED CONTACTS

	Name	Phone	Email
Chief Executive Officer	Sue Coyle	412.221.3302 x129	scoyle@chartierscenter.org
Contract Processing Contact	Rosi Albert	412.221.3302 x191	ralbert@chartierscenter.org
Chief Information Officer	Lindsay Bahl	412.221.3302 x146	lbahl@chartierscenter.org
Chief Financial Officer	Lindsay Bahl	412.221.3302 x146	lbahl@chartierscenter.org
Administrative Contact	Sarah Wick	412.221.3302 x128	swick@chartierscenter.org

BOARD INFORMATION

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

Belzyk, Caroline
Chastulik, Patricia
Coticchia, Kelly
Forbeck, Nancy
Funkhouser, Jeremy
Grant, Bernie
Keys, Philip
Martin, Daniel
Perhosky, Justine
Sray, James
Wong, Dennis
Wood, James

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Board Chairperson Name & Title: Justine Perhosky, President

Board Chairperson Address: [REDACTED]

Board Chairperson Telephone: [REDACTED]

Board Chairperson Email: [REDACTED]

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.*

Mandi Skerbitz, Director of Pupil Personnel, South Fayette School District;
[REDACTED]

Chartiers Center has been providing School Based Outpatient Therapy and Student Assistance Program Services to South Fayette School district sine July, 2010.

Thomas Marquis, High School Guidance Counselor, Upper Saint Clair High School;
[REDACTED]

Chartiers Center has been providing Student Assistance Program services to the Upper Saint Clair School District for over twenty (20) years.

Suzanne Lochie, Coordinator of Pupil Personnel & Special Education, Keystone Oaks School District;
[REDACTED]

Chartiers Center has been providing Student Assistance Program services to the Keystone Oaks School District for over twenty (20) years. Beginning July, 2016, School Based Outpatient Therapy was also added in the Middle and High Schools.

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.

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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

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).

Chartiers Center is interested in providing service in the South and West Quadrants.

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: Bethel Park, South Park Upper St. Clair

West Quadrant: Chartiers Valley, Keystone Oaks, South Fayette

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?).

Chartiers Center currently provides SAP services to four (4) school districts – Chartiers Valley, Keystone Oaks, South Fayette and Upper St. Clair with one (1) full time SAP Liaison.

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

Chartiers Center currently provides services to four (4) school districts but would hope to provide services to six (6) school districts with two (2) full time SAP Liaisons.

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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.

For over twenty five (25) years, Chartiers Center has provided Student Assistance Program (SAP) services to numerous school districts. During that time, we have expanded SAP services and have strengthened the screening/assessment process so as to enable students and families to evaluate and link to appropriate services. The SAP Liaisons have developed and maintained very strong relationships with Core Team members and various school personnel due to the integration and teamwork that occurs throughout the school year. Because the SAP Liaison position is not a split role, the SAP Liaison can give his/her complete attention to that role which strengthens our ability to develop and maintain strong relationships.. The Chartiers children's outpatient psychiatrist has thirty five (35) years experience and her input is valuable to the SAP process as the SAP Liaison, School Based Therapists, Service Coordinators and clinical supervisors participate in weekly team meetings to discuss and review specific cases and issues. The strong and experienced children's component of our Service Coordination Unit provides referral and linkages across the system of behavioral health, substance abuse and intellectual disability services whenever necessary and also provide consultation to the SAP Liaison should the need arise. The SAP Liaison also maintains ongoing communication/consultation with Chartiers clinical staff who have expertise in the treatment of children and adolescents within the system in Allegheny County.

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.

As indicated previously, for over twenty five (25) years, Chartiers Center has provided Student Assistance Program (SAP) services to numerous school districts. During that time, we have expanded SAP services to include screenings and referrals for substance abuse services so as to enable students and families to evaluate and link to appropriate substance abuse treatment/support services. We believe that it is important that all aspects of a student's psychosocial environment be evaluated so as to improve the likelihood of success of the plan for intervention. SAP Liaisons are trained in behavioral health and substance abuse assessment and treatment coordination and readily assess needs. Often times, parents and caregivers struggle with the challenges presented with issues of substance abuse; education and support are extremely critical. The SAP Liaison along with our children's clinical team is available to mobilize resources so as to assist with education and support for caregivers. Follow along and interventions by the SAP Liaison will assist with continuity of care as well as support within the school district and timeliness of appropriate referrals. As noted above, we also have had and currently maintain a strong and experienced children's component of our Service Coordination Unit which provides referral and

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linkages across the system of behavioral health, substance abuse and intellectual disability services whenever necessary as well as provide consultation to the SAP Liaison should the need arise. The SAP Liaison participates in team meetings with Chartiers Service Coordination staff, clinical staff and the children's outpatient psychiatrist who have expertise in the treatment of children and adolescents within the system in Allegheny County. The staff within the Chartiers Substance Abuse Outpatient Services is knowledgeable in the treatment of adolescents and provide consultation and support whenever necessary.

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

Chartiers Center has experience in working with school aged children and families both in and outside of schools. Outpatient treatment for children and family members has been provided in the Outpatient Department for over thirty (30) years. As noted previously, for over twenty five (25) years, Chartiers Center has provided Student Assistance Program (SAP) services to numerous school districts; Allegheny County Monitoring and satisfaction surveys have indicated a positive response by the students and family members. Over the past five years, Chartiers Center SAP Liaisons have successfully completed well over 300 screenings and subsequent referrals and linkages to treatment providers. From July, 2010 until present, Chartiers Center has successfully provided school based outpatient services to over 200 students in three (3) school districts. Our presence in the schools has strengthened as indicated by the steady increase in referrals for school based treatment and growth of the caseloads. We have developed a team approach within the school and this has been successful in determining, linking and ensuring appropriate and effective treatment to identified students. Office Based Children's Therapists, School Based Therapists, SAP Liaisons, Service Coordinators and clinical supervisory staff participate in weekly team meetings to review needs and discuss issues/referrals. The expertise of the team members is available to all members and the SAP Liaison has utilized such when providing recommendations, assessments, referrals and follow up.

The Chartiers Substance Abuse Outpatient Services provides a coordinated effort of individual and group therapy for adolescents with substance abuse issues and family support and counseling to parents and caregivers as well. The SAP Liaison along with our children's clinical team is available to mobilize resources so as to assist with education and support for caregivers. Follow along and interventions by the SAP Liaison will assist with continuity of care as well as support within the school district and timeliness of all appropriate referrals.

Within the Chartiers Center behavioral health and substance abuse outpatient services, a variety of modalities are utilized so as to best address the needs of the students while supporting parents and caregivers: Cognitive-Behavioral Therapy; Multi-dimensional Family Therapy and Motivational Interviewing, Skill Building Interventions, Behavioral Health Education and Addiction Education, Education and Support promoting psychotropic medication, Co-occurring Disorder Education for individuals and families, Co-occurring Disorder Relapse Prevention education, Stage of Change Matched Interventions and Motivational Enhancement Interventions. We believe that these modalities, in concert with the support and assistance provided by the SAP Liaison and Service Coordination can assist to effect a positive change.

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.

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Attached are Licenses/Certificates of Compliance for Community Residential Rehabilitation Services, Drug and Alcohol Outpatient Services, Long Term Structured Residence, Mental Health Outpatient Services, Partial Hospitalization Services and Service Coordination Services.

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?

The Student Assistance Program at Chartiers Center provides services to students in elementary, middle, high, vocational and charter schools with unaddressed behavioral needs that often result as barriers to learning . We recognize that parents and caregivers often struggle with the challenges presented by their family member with behavioral health issues and issues of substance abuse and timeliness of response to requests may not always occur. The SAP Liaison and our children's component of Service Coordination team are available to mobilize resources when appropriate so as to assist with necessary activities and provide support.

Chartiers Center has previously and will continue to utilize the following process to ensure timely completion of necessary screenings within a thirty (30) day time frame:

- Upon discussion of the need for a screening during the Core Team Meeting, of which there is participation at least twice monthly the SAP Liaison will monitor completion of the permission slip for the screening. If it is not forthcoming within one (1) week of the initial notification, the SAP Liaison will attempt to contact the parent/guardian via telephone to discuss the need and the upcoming process. It is anticipated that contacts will need to be made during the late afternoon/evening hours; the SAP Liaison is equipped with an Agency cell phone to permit such contact. If necessary, Service Coordination will be enlisted to initiate additional contacts or home visits. Updates will be provided to the Core Team for informational purposes and for any assistance with the contact.
 - If the call goes unreturned, the SAP Liaison will continue to call/attempt to call daily during the week. Additional contacts by the Service Coordinator can also be made and further discussion with the Core Team will be made to determine other avenues of contact that may be available. If the call continues to go unreturned, the SAP Liaison will send a letter to the parents/guardian requesting to have a conversation/completion of the permission slip.
 - If no return call/permission slip is received, the SAP Liaison will notify the Core Team and request further assistance/recommendation. Service Coordination will continue to be enlisted to resolve/eliminate any roadblocks.
 - Upon receipt of the permission slip by the student parent/guardian, the SAP Liaison will schedule and complete the screening within one (1) week. There is more than one (1) individual at Chartiers Center who is approved to conduct screenings; if there is difficulty in scheduling such, the alternate staff person will be able to do so.
6. Describe your plan for involving families in SAP activities (outlined in Appendix B), especially your approach to engaging with parents.

With the knowledge that we are often the first contact the parent(s)/guardian (s) has/have with treatment and system personnel, the SAP Liaison is sensitive to the potential concerns and

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challenges that often occur due to such. With the first contact, the SAP Liaison will look to engage the student and parent(s)/guardian(s) by listening to their needs, understanding their issues and providing support while also eliciting information regarding issues/challenges for the student and obtaining other relevant information. After completion of the screening, the SAP Liaison will communicate the results of the screening and discuss options for treatment/support activities. Should challenges/roadblocks arise, the SAP Liaison will provide linkage to Chartiers Service Coordination for assistance/ referral/linkages for insurance/financial/health care/transportation as necessary.

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?

Upon completion of the screening, the SAP Liaison will formulate a plan to incorporate interventions and strategies, including school and/or community based services and supports, to remove learning barriers and promote academic and personal success and student will discuss the recommendation with the student and the parents/guardians to determine the student's participation in such. An analysis and discussion regarding treatment needs, comfortability with the provider, access and potential impact will be initiated by the SAP Liaison as the first step in providing the student/parent(s)/guardians(s) with necessary information to permit an informed decision regarding treatment/support services. Should the student/parent(s)/guardian(s) voice concerns/reservations; the SAP Liaison will discuss challenges/ roadblocks and attempt to resolve such. The SAP Liaison and/or the Service Coordinator will be available to assist in the referral process after a provider is identified. If necessary, the SAP Liaison and/or Service Coordinator can make preliminary contact and assist in expediting the referral.

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).

The SAP Liaison and Service Coordinator are knowledgeable regarding providers and their uniqueness, strengths and effectiveness in providing treatment based on level of need and can effectively communicate such when treatment decisions are occurring. We recognize that students, parents/guardians are not necessarily knowledgeable about providers and the system and will need to provide education, support and assistance when a choice regarding a provider needs to be made. The SAP Liaison maintains a list of behavioral health and substance abuse service providers within the system in Allegheny County and will provide such to the student/parent(s)/guardians(s) for reference/utilization as necessary. In discussing such with the student, parent(s)/guardians(s), the SAP Liaison will provide needed education and support to assist families in making a decision and will discuss challenges/roadblocks and attempt to resolve such. The SAP Liaison and/or the Administrative Service Coordinator will be available to assist in the referral process after a provider is identified. If necessary, the SAP Liaison and/or Administrative Service Coordinator can make preliminary contact and assist in expediting the referral.

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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?

Once a decision has been made, the SAP Liaison will check in weekly for the first month with the student and/or parent(s)/guardian(s) to obtain updates and/or assist in problem resolution, if necessary. Check ins may occur through a telephone call, email and/or face to face encounter; whichever is most efficient, effective and timely. Ongoing follow up thereafter will occur as needed with the student/parent(s)/guardian(s) on and as needed basis and with Core Team during regularly scheduled meetings so that supplemental interventions can be initiated by the SAP Liaison, if necessary.

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, 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.

Based on the information provided, a mental health screening using the CANS screening tool would be appropriate. However before this is completed, there are several steps that must first take place; information gathering, case presentation, brainstorming and plan of action. Since the team has obtained an SAP consent form, the next step would be for the team to assign Trevor a "case manager". Although Trevor is very close with another teacher, this individual may not be his case manager. The case manager must be a member of the SAP team; every member of the SAP team

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will have gone through SAP training and is certified as such. Trevor's case manager will gather concrete, observable behavior data. This can be in the form of a teacher input checklist, parent input checklist and/or student input checklist.

At the next SAP meeting, these concrete, observable behavior data forms would be presented to the team by the case manager. It could be particularly helpful to get data from the teacher with whom Trevor is particularly close. The data presentation should be as comprehensive as possible in order to more fully understand his strengths, needs and challenges. Based on the case presentation, the team will then brainstorm possible interventions and strategies. If a behavioral health screening is deemed appropriate, the case manager will send Trevor's mother a consent to screen form as well as a release of information form. Both of these will need to be signed and returned before the Liaison can screen Trevor. Since Trevor is over the age of 14 he can also sign a release of information form. Once the behavioral health screening is completed, the SAP Liaison will speak with Trevor's mother in order to gain a more comprehensive understanding of the family's needs. With this information, the SAP Liaison can discuss with possible interventions outside of the school such as therapy, support groups or local county agencies that may help with a variety of needs that create barriers to learning (this is determined based on the screening and the wishes of the family). The SAP Liaison could link Trevor and his mother with these resources. Another possible plan of action could include some type of school-based intervention that addresses socialization attendance through the use of a peer or professional mentor. Follow-up must occur after this plan of action is set in place to ensure that desired change is taking place.

During the SAP screening, while completing the CANS assessment, the SAP liaison will work to build rapport and assess Trevor's expectations of services. The initial screening is a good time to verify as many points of contact as possible, including phone numbers and emails for Trevor and his parents to facilitate communication. Trevor could be assessed at this time for possible eligibility for MST services, due to the reports of engaging with antisocial peers, possible substance abuse, poor school performance, and economic disadvantage. The SAP Liaison can discuss available levels of care with Trevor, as he has the right to consent, and will likely engage more successfully in treatment that he has participated in selecting. Trevor may benefit from service coordination, to facilitate access to community resources, and to be a single point of contact for the family. A service coordinator may be able to assess for barriers to participation in school and meetings, such as transportation difficulty, atypical work hours, communication barriers, etc. Trevor should be offered the least intrusive necessary level of care that he will accept. For example, if he is appropriate for MST services but refuses them, he may be offered Family Based Mental Health, or School Based Outpatient services.

If Trevor is in agreement with a level of care, the SAP Liaison will contact the family to discuss available services and assess parents' perceptions of Trevor's needs and strengths. When speaking with Trevor or family members, school and SAP staff may benefit from confirming contact information to avoid a disconnect in services due to inability to contact Trevor or his family. If parents are also in agreement with services, Trevor can be referred to the selected level of care. If school based outpatient is recommended, the School Based Therapist will contact the family as soon as possible following receipt of the SAP Liaison's referral. The Therapist will verify contact information, provide additional information about the school based program and its expectations, and assess for parents' concerns and needs. The School Based Therapist may schedule an initial assessment during the school day, as Trevor is of age to complete his own paperwork. The School Based Therapist should attempt to schedule during a study hall or resource period, and attempt to contact both Trevor and his family to confirm the appointment. If Trevor should miss the appointment, the Therapist and SAP Liaison may continue to attempt to contact the family, or see

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Trevor when he is attending school to discuss starting services. The School Based Therapist will do his or her best to contact Trevor when he attends school, due to intermittent school attendance potentially interfering with services. During the initial assessment, School Based Therapist should assess Trevor's goals and points of concern, to develop a plan to address the things of import to Trevor. At the initial assessment, confidentiality and communication should be discussed with Trevor, and a clear outline of what information may be shared with the school should be created. With Trevor's permission and a signed release of information, The School Based Therapist may share a schedule of appointments and brief updates on progress. SAP Core Team members or other teachers should have access to the School Based Therapist and SAP Liaison's emails and phone numbers to provide information that may be of concern to treatment, such as attendance, disciplinary action, improvements, progress, academic stressors, etc. With Trevor's permission, Mr. Jones may be included in communication, in order to bolster existing relationships and supports at the school for Trevor. Mr. Jones may be of assistance in encouraging Trevor to engage in treatment, as well as be a support for him on a regular basis. Mr. Jones and the SAP Core Team staff may be involved in developing a plan to assist Trevor with his decreasing grades and intermittent attendance, such as offering tutoring, extra credit work, and assessing for barriers to school attendance and performance. If a member of the SAP team or school staff receives an alternate phone number or email, it is helpful to share this with the team to ensure that communication is as efficient and regular as possible.

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.

In this case, an appropriate step to take would be to first arrange a meeting between the SAP Liaison and the SAP Supervisor. While the SAP Supervisor and the SAP Liaison have met in the past, it would be important during this meeting to address the various duties that the SAP Liaison feels are causing his tardiness to meetings. The SAP Liaison and SAP Supervisor must work to adjust the outpatient therapist duties in order to accommodate more time available during school hours. If at all possible, the outpatient duties would be reassigned so that the SAP Liaison could focus purely on the liaison duties. We recognize that Liaison duties and Outpatient therapist duties have often been in conflict and have eliminated that from the structure of our children's services. The SAP Liaison has only one (1) role and this permits the focus to be on those activities core to the position.

The SAP Supervisor and upline Administrator will request a meeting with the principal/School Administrator to discuss the issues and potential resolution as determined with the SAP Liaison. The DHS representative will be invited as well as this is permissible within the guidelines of SAP Conflict Resolution. During this meeting the parties must definitively determine the primary

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activities of the SAP Liaison for that school and methods to achieve such. Overall, it is the goal of the meeting is to remove the time-restriction barriers and develop an agreed-upon determination of the role the SAP Liaison so as to ensure timely and effective provision of services.

In the event that there is difficulty in resolving the conflict, future steps of the SAP Conflict Resolution may be implemented:

The School District Central Office Administrator and the Allegheny County Department of Human Services Administrator shall meet to discuss and resolve the conflict. If resolution is not obtained, the process shall proceed to the next step.

The Chief School Administrator/Superintendent, DHS Representatives, and Pennsylvania Network for Student Assistance Services' Regional Coordinator meet to discuss and resolve the conflict. If resolution is not obtained, the process shall proceed to the next step.

The Commonwealth SAP Interagency Committee shall meet to determine a resolution.

It is always the intent to resolve any conflicts in a timely and thorough manner without the need to implement a formal Conflict Resolution process.

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.

We recognize that childhood/adolescence can be a very difficult time due to the physical and emotional growth that a student experiences in the formative years. With that, it is important that all aspects of the psychosocial environment be incorporated into interventions/ treatment considerations so as to improve the likelihood of success for the student. SAP Liaisons not only address the needs of the student; the strengths, challenges, needs and uniqueness of the family are considered when providing recommendations. The SAP Liaison and our children's team will strive to mobilize resources of the community and the school as well as natural supports so as to provide opportunities for student success as well as education and support for caregivers. With that, the role of the SAP Liaison is to provide necessary direct and indirect services to students, parent(s)/ guardian(s); provide consultation at SAP Core Team meetings; offer training/assistance in developing goals of SAP within the school; provide education about SAP to school staff and parents, provide any necessary updates regarding the Agency and emerging SAP issues; be available to facilitate/co-facilitate SAP Groups for students surrounding behavioral health issues and provide technical assistance to schools regarding behavioral health and substance abuse issues. We believe that such a coordinated effort will assist in strengthening the SAP process and allow for ongoing support within the schools.

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

Over the time that Chartiers Center has provided SAP services, we have found that ongoing and timely communication, timely responses to concerns and acceptance of feedback all within the Core Team setting has enable us to maintain strong relationships. Administrative staff within the schools have access to the SAP Liaison and Chartiers supervisory staff in the event of the need for such

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assistance. We intend to establish a schedule of meetings at the end of the school year to review the activities of that year and begin to plan for the upcoming year and prior to the school year to provide refresher information regarding plans for the upcoming year and additional input that may be forthcoming.

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 will be provided in accordance to the Allegheny County Postvention Plan for SAP: The School District enacts crisis plan and contacts agencies or community supports of their choosing to provide assistance. Upon contact Chartiers Center, will organize the response to the school, maintain open communication with the school district to determine the our role in the response, consult regarding other agency involvement, screen and link with appropriate child system supports, assist with the development and implementation of the post crisis plan and coordinate efforts as indicated by Allegheny county DHS.

The SAP Liaison provides support services to other clinical service units during the summer months but will be available to the school districts should a need arise. In the event of the request for Postvention services, once Allegheny County and/or the school district identifies a need, the SAP Liaison will be rescheduled to address such. Student needs for future treatment will be assessed and determined at that time. Additionally, Chartiers Center employs several staff who are qualified and experienced in crises and trauma who would be deployed to assist as necessary with Postvention needs.

Staffing (10 points)

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

Chartiers Center has historically demonstrated the ability to recruit and effectively develop SAP Liaisons. The position requires a Masters Degree in a human service field and two (2) years related experience, one (1) of which is in treatment/education with children/adolescents. With this track record, we believe that our current plan of recruitment and development will continue in the same manner. We have created a career ladder with which we have been able to assist employees in obtaining necessary experience and clinical supervision so as to obtain licensure. This process allows for timeliness of replacement with minimal vacant time of the position.

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

As indicated previously, the required qualifications for the SAP Liaison is a Masters Degree in a human service field and two (2) years related experience, one (1) of which is in treatment/education with children/adolescents. The position is considered to be a professional one with the expectations that performance and conduct reflect such. Continuing education for both behavioral health and substance abuse shall occur as specified in the SCA Annual Monitoring Tool for SAP Providers and total at least twelve (12) hours of continuing education annually.

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Data Collection and Delivery (10 points)

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

Reporting services through PBPS is highly detailed and time consuming and the system can be slow and problematic. With this, we have developed an Access database/spreadsheet which permits smooth and timely data entry that is easily transcribed into PBPS. The SAP Liaison collects the data throughout the week and then enters such into PBPS on a weekly basis. Specific services tracked will include: Attending SAP Core Team meetings; Conducting SAP Groups; Following 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 Postvention services; Presenting information/providing training about SAP to staff, parents or the community.

Information that is reported through the Joint Quarterly State Reports (JQSR) will be transcribed and submitted on a quarterly basis as required.

For information that is reportable through CIIPS, the following information will be tracked through the Agency electronic record keeping system: Name and demographic information of the student; School District; School; SAP Liaison name; Service Provided; Date of Service; Start and End Time of service; SAP Group Name

All supportive documentation such a sign in sheets will be completed and maintained by the Agency Billing Department.

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

Chartiers Center currently evaluates timeliness of screenings; success in communication/interactions with student(s)/parent(s)/guardians(s), engagement and overall satisfaction as a portion of the quality improvement plan. A Quality Improvement Plan is developed at the beginning of each fiscal year and reviewed on a quarterly basis. The activities are completed via PDSA cycles so as to ensure ongoing monitoring and timely interventions/adjustments.

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.

Financial audits for the last three (3) years are attached.

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.

RFQ Response Form
Student Assistance Program Providers

A three year budget is attached.

Provide a budget narrative below that clearly justifies costs outlined in the budget.

SAP services will be provided by two (2) SAP Liaisons and supported by direct Administrative Clinical staff as well as indirect Administrative staff to assist in the data entry and reporting of services. Training costs are associated due to the need for SAP Certification and ongoing DDAP Training Requirements. Communication costs for phones and personal wifis are included as accessibility is necessary.

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

Position/Title	Full Time Equivalent	Salary	Benefits/Fringe	Total Salary/Benefits
SAP Liason	1.00	38,666	8,893	47,559
SAP Liason	1.00	38,666	8,893	47,559
			-	-
			-	-
				-
Total Year One				95,118
<hr/>				
SAP Liason	1.00	39,439	9,268	48,708
SAP Liason	1.00	39,439	9,268	48,708
			-	-
			-	-
				-
Total Year Two				97,415
<hr/>				
SAP Liason	1.00	40,228	9,655	49,883
SAP Liason	1.00	40,228	9,655	49,883
		-	-	-
		-	-	-
				-
Total Year Three				99,766

*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 Staff Roster: Year One, Two and Three**

Staff Name	Position/Title	Full Time Equivalent	Salary	Benefits/Fringe	Total Salary
Rosi Albert	COO of Recovery Treatment Services	0.07	90,917	20,911	7,828
Stacy Mitchell	ACOO of Recovery Treatment Services	0.125	53,046	12,201	8,156
Chris Missonak	Recovery Treatment Services Secretary	0.05	42,902	9,867	2,638
					-
					-
					-
					-
					-
Total Year One					18,622
Rosi Albert	COO of Recovery Treatment Services	0.07	92,735	21,793	8,017
Stacy Mitchell	ACOO of Recovery Treatment Services	0.125	54,107	12,715	8,353
Chris Missonak	Recovery Treatment Services Secretary	0.05	43,760	10,284	2,702
					-
					-
					-
					-
					-
Total Year Two					19,072
Rosi Albert	COO of Recovery Treatment Services	0.07	94,590	22,702	8,210
Stacy Mitchell	ACOO of Recovery Treatment Services	0.125	55,189	13,245	8,554
Chris Missonak	Recovery Treatment Services Secretary	0.05	44,635	10,712	2,767
					-
					-
					-
					-
					-
Total Year Three					19,532

**These titles should reflect staff who are responsible for the administration of the overall program (i.e., all or a portion of managers, IT, quality assurance or other functions)

Proposed Indirect Administrative Expenses

OBJECTS OF EXPENSE	Year 1	Year 2	Year 3
Personnel (Use detailed Indirect Admin Staff Roster as an input for this section)			
COO of Recovery Treatment Services	6,364	6,491	6,621
ACOO of Recovery Treatment Services	6,631	6,763	6,899
Recovery Treatment Services Secretary	2,145	2,188	2,232
Other Administrative Staff Partially Allocated to the program - CFO, CEO, IT, Maintenance, Support Staff	10,348	10,562	10,773
Employee Benefits	5,191	5,295	5,401
Staff Training	89	91	93
Total Personnel Expenses	30,768	31,391	32,019
Operational Expenses			
Office Space - (Mortgage/Rent)	22	22	23
Maintenance	5	5	5
Building Utilities	128	131	133
Communication	54	55	56
Office Supplies	84	86	87
Transportation/Travel	42	43	44
Vehicle Maintenance and Repair	19	19	20
Postage and Shipping	29	30	30
Printing and Publications	5	5	5
Insurance	317	323	330
Equipment and Furniture	34	35	35
Association Dues/ Licensing Fees	61	62	63
Recruitment/Advertising	46	47	48
Auditing Expense	203	207	211
Other: Professional Fees			
Depreciation	27	27	27
Misc. - Staff Clearances, Staff Physicals, Contracted Computer Services, EHR/Intellectual Properties	620	632	645
Total Indirect Administrative Expense:	1,696	1,729	1,763
Offsetting Revenues:			
Total Revenue :	-	-	-
Net Total	32,464	33,120	33,782

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	38,666	39,439	40,228
SAP Liason	38,666	39,439	40,228
Employee Benefits	17,786	18,536	19,309
Staff Training	1,707	1,741	1,776
Total Personnel Expenses	96,825	99,156	101,542
Office and Operational Expenses			
Office Space - (Mortgage/Rent)			
Maintenance	31	32	32
Building Utilities	751	766	781
Communication	1,250	1,500	1,750
Office Supplies	3,000	2,000	2,000
Transportation/Travel	557	650	700
Vehicle Maintenance and Repair	-	-	-
Postage and Shipping	-	-	-
Printing and Publications	-	-	-
Insurance	-	-	-
Equipment and Furniture	144	147	150
Association Dues/ Licensing Fees	-	-	-
Model Fidelity/Consultation	-	-	-
Recruitment/Advertising	-	-	-
Other: Staff Clearances, Staff Physicals, Contracted Computer Services, EHR/Intellectual Properties	2,911	2,969	3,029
Total Office and Operational Expenses	8,644	8,064	8,442
Offsetting Revenue			
Total Offsetting Revenue	138,000	142,000	145,000
Net Total:	(32,531)	(34,780)	(35,016)
Total Indirect Administrative Expenses	32,464	33,120	33,782
Grand Total:	(66)	(1,660)	(1,234)