

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

**APPLICANT INFORMATION**

Applicant Name: Family Services of Western Pennsylvania and Wesley Spectrum

Authorized Representative Name & Title: Stephen Christian-Michaels, President and CEO

Address: 3230 William Pitt Way, Pittsburgh, PA 5238

Telephone: 412-820-2050

Email: Christian-MichaelsS@fswp.org

Website: www.DreamAgainPA.org

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

Date Incorporated: 1885

**REQUIRED CONTACTS**

	<b>Name</b>	<b>Phone</b>	<b>Email</b>
Chief Executive Officer	Stephen Christian-Michaels	41-820-2050	Christian-MichaelsS@fswp.org
Contract Processing Contact	Kelley McNichols	724-226-0664	McNicholsK@fswp.org
Chief Information Officer	Larry Trenga	412-820-2050	TrengaL@fswp.org
Chief Financial Officer	Scott Simon	412-820-2050	SimonS@fswp.org
Administrative Contact	Mary Graczyk	41-820-2050	GraczykM@fswp.org

**BOARD INFORMATION**

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

See Attachment

Board Chairperson Name & Title: [Click here to enter text.](#)

Board Chairperson Address: [Click here to enter text.](#)

Board Chairperson Telephone: [Click here to enter text.](#)

Board Chairperson Email: [Click here to enter text.](#)

**REFERENCES**

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

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.*

Tammy Calderone [REDACTED] Mental Health Administrator  
Armstrong Indiana County

Debra Lehew [REDACTED] Special Education Director [REDACTED] Highlands School  
District

Dr. Nancy Hines Nancy Hines [REDACTED] Superintendent Penn Hills School District [REDACTED]  
[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.

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>.

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

- Copies of 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

## **RFQ Response Form**

### *Student Assistance Program Providers*

#### **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).

North, East, South, and Pittsburgh Public.

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

North: Highlands, Allegheny Valley, and Riverview

East: Plum, Penn Hills, and Gateway

South: South Allegheny, Brentwood Boro, and Clariton City

Pittsburgh Public: Westinghouse, University Prep, and Carrick

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?).

In **Allegheny County** we have 1 FTE Supervisor and 3 FTE SAP Liaisons (SAP Liaisons run are on a 10 month year). The program currently collaborates with eleven (11) school districts in the region; they are Highlands, Gateway, Allegheny Valley, East Allegheny, Deer Lakes, Riverview, Penn Hills, Plum, Penn Trafford, Gateway, and Pine Richland.

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

Currently we serve School Districts and would like to maintain the current school districts and expand further into those districts, serving every building k-12.

With potential Merger, Family Services of Western Pennsylvania and Wesley Spectrum would have an ideal SAP capacity with our identified preferences we would maintain the current 11 school districts and add a minimum of 6 more school districts expanding into the South Quadrant as well as Pittsburgh Public Schools.

#### **QUALIFICATIONS**

Please respond to the following questions. The maximum score an Application can receive is 100 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.

Family Services' treatment philosophy is driven by our belief in respecting the rights, dignity and diversity of every individual. We believe in the capacity of each individual to achieve their greatest level of functioning in directing their own life. This is achieved through a partnership involving the individual, their family, social and community resources, and by the promotion of personal growth utilizing a strengths based approach.

## **RFQ Response Form**

### *Student Assistance Program Providers*

Practicing this philosophy of care has enabled us to create a rich history of working collaboratively with community based agencies and resources in an effort to fully meet the service needs of our clients, creating a comprehensive community of care. Specifically, our school based outpatient services as well as our Student Assistance Programs (SAP) have a successful histories in working collaboratively with School Administrations, Allegheny and Westmoreland County Children Youth and Families, as well as the Allegheny and Westmoreland DHS and Single County Authorities.

At Family Services, multiple systems are engaged in coordination with children and families taking a holistic approach to recovery. The success of school based programs has resulted in ongoing expansion and customer satisfaction. Family Services maintains positive relationships with school districts, SAP services, and other providers in order to ensure ongoing collaboration for the best interest of the child. The school based therapists collaborate and coordinate with the Department of Human Services when applicable and provide continuity of care to ensure best practice. Our qualified staff readily engage in interdisciplinary teaming to ensure the utmost success. Because of the wide breadth of services that we deliver we are particularly suited to provide services for individuals who present with co-occurring conditions as well.

Family Services is proud to be a Student Assistance Program provider for the last 30 years. The program currently collaborates with fifteen (15) school districts in the region; they are New Kensington Arnold, Burrell, Kiski Area, Highlands, Gateway, Allegheny Valley, East Allegheny, Deer Lakes, Riverview, Penn Hills, Plum, Penn Trafford, Gateway, and Pine Richland. The Drug and Alcohol program, in collaboration with Highlands, East Allegheny, Penn Hills School, and Armstrong School Districts, provides school based drug and alcohol services. Family Services' school based therapy team works closely with our SAP Liaisons to collaborate and coordinate care in those schools.

Family Services also has unique programs can wrap around children and families in order to address presenting treatment needs. Such programs include, Family Based, Adolescent Partial, Adolescent Crisis Diversion and Stabilization, as well as outpatient services to include psychiatric care.

#### Overview of WS Sx

Wesley Spectrum (WS) is a private, nonprofit service agency that provides a wide array of integrated autism, behavioral health, education, and family support services designed to meet the complex needs of at-risk children and families throughout Southwestern Pennsylvania. Our mission is to provide transformational support to children and families as they strive to become more independent, responsible, and caring members of the community. Our passion is to foster recovery by helping children, adolescents, individuals, and families build

## **RFQ Response Form**

### *Student Assistance Program Providers*

resiliency skills to cope with life adversities and challenges. WSS was created in 2006 through the successful merger of The Wesley Institute and Spectrum Family Network. We currently provide over 6,500 services annually to over 5,500 consumers and are one of the largest service providers in our region. Our continuum of services includes the following:

- Community and Site-based Outpatient Behavioral Health Services, which includes Family Based Mental Health and OP services focusing on mental health and drug and alcohol challenges. Specialty outpatient sites offer co-located treatment services in schools and pediatric offices.
- School-Based Behavioral Health Services offered under various funding streams that include district funds, outpatient and CSBBH Team Models. In addition to student support, SBBH offers training, consultation, and SWPBS facilitation.
- Two school programs licensed as private academic and Approved Private School serve students at risk for school failure who have struggled in their public school. Our academic programs are combined with acute and school based partial hospitalization programs, outpatient mental health as well as connection to other levels of care provided within Wesley Spectrum or offered via other mental health providers.
- In-Home Family Preservation and Reunification Services to dependent and delinquent youth
- Wesley Spectrum Placement Services, which offers foster care, treatment foster care and adoption services in Allegheny, Washington and Westmoreland counties.
- Autism Services, with a twenty-year history of providing quality programs to meet the needs of children, adolescents and young adults with Autism Spectrum Disorder (ASD) or related disorders. WSS offers programming through Wonder Kids, Creative Arts, BHRS and OP.
- Our Centralized Admissions Department and Resource Center facilitates and coordinates the integration of services across our service array for each individual and family served. The Centralized Admissions Department manages all the pre-screening, determination of eligibility, and scheduling for all referrals to our behavioral health programs. In collaboration with our Resource Center to ensure that everyone we serve has access to all our services and expertise. When our services are not indicated they provide valuable information about external resources and help to make a warm hand off to those external resources.

#### Experience collaborating with systems:

At Wesley Spectrum, we believe that partnerships are essential to our success and the success of those we serve. We have over 50 years of experience as a service provider in Allegheny County and have developed positive relationships at all personnel levels within the Department of Human Services, Juvenile Probation and Family Court. Our longstanding contracts for in-home, office-based, and other specialized services reflect our ability to collaborate across multiple systems. We have long welcomed opportunities to collaborate with the Allegheny County Office of Behavioral Health and Community Care Behavioral Health Organization. Wesley Spectrum participated in the development of Standards of Practice for school based partial, acute partial and BHRS during the initiation of HealthChoices. We have invested in Allegheny County's efforts to move toward collaborative and integrated health care systems considering models that effectively provide integration between behavioral health and physical health. Wesley Spectrum has been a member of the Steering committee led by AHCI and CAP to provide education to providers and problem solve barriers to integration within our current health care systems. Our BHRS leadership team contributed to Allegheny County's development of a training

## **RFQ Response Form**

### *Student Assistance Program Providers*

protocol to enable Behavior Specialists to meet licensing requirements by May 2013. Wesley Spectrum staff has participated in collaboration with Allegheny County Office of Behavioral Health Children's Division, Allegheny Health Choices, Inc., Community Care Behavioral Health, and Conference of Allegheny County Providers to develop and execute a multi-year plan to transform the Allegheny County child serving system into a Trauma Informed Care system. Wesley Spectrum is deeply rooted in the Education System. We have joined with cross-system stakeholders at the State and County levels to support initiatives to better integrate mental health and education services. We have chaired county SBBH provider groups and statewide SBBH stakeholder groups focused on the benefits of integration of the Behavioral Health and Education systems. Most recently we have applied to participate in the Allegheny County DHS Community of Practice to enhance behavioral health services for children and families engaged with CYF.

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.

Family Services recognizes that the disease of addiction has a profound impact on the family unit. The manifestation of addiction affects family roles and dynamics. We have extensive experience in treatment of high risk and special populations. We see many children and families that are involved in the Child Welfare system due to some form of abuse as well substance use issues and criminal justice issues. Many of our families are of lower socio-economic status and are dealing with the psychosocial stressors that result from limited resources and finances. Through our student assistance program, Family Services also offers Drug and Alcohol Teen Education (D.A.T.E.) as an early intervention strategy for at risk youth. As such, we are accustomed to working with magistrates and juvenile probation departments. Family Services also provides a Parent Wise Program and offers services that target cooperative parenting.

Family Services also has a drug and alcohol program that continues to experience success and growth. The drug and alcohol program is licensed by the Department of Drug and Alcohol Programs to provide outpatient, intensive outpatient, and partial hospitalization levels of care. Staff in the drug and alcohol program are highly skilled, licensed, and certified professionals. Most recently the agency opened a new drug and alcohol program in Armstrong County. In Armstrong County we also provide drug and alcohol treatment in the Armstrong County Jail. Family Services offers medication-assisted treatments to include Vivitrol. Moreover, Family Services has created and implemented an overdose prevention training program distributing approximately 100 naloxone kits in the last quarter.

Wesley Spectrum has operated a Drug and Alcohol Clinic in both Allegheny County and Washington County for over 15 years. Within Allegheny County we have a Prevention and Intervention program funded through an ALDA Grant where we utilize an Evidence Based

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

curriculum, we have utilized this curriculum in both Pittsburgh Public Schools and our own schools.

In our Washington County Clinic we have sat on that County's Drug and Alcohol SAP Team for 10+ years. We currently are the D&A Provider in the following three districts in that County: Chartiers-Houston, Trinity, and Washington.

Through both of these experiences we have become skilled at identifying those children and adolescents at risk for substance use or abuse issues. Each of our coordinators in our Centralized Admissions Department has completed all trainings through DDAP that allows them to screen consumers with the PCPC or ASAM. Once a level of care is determined they connect them to one of our drug and alcohol therapists. If the level of care is determined to be one that Wesley does not offer, we have established Linkage Agreements to specialized treatment programs.

3. Discuss your experience working in schools or with school-aged children and their families. Family Services has a strong history of providing quality child and adolescent services. It is evident that child and adolescent services are a significant part of our mission. Family Services employees SAP liasions that are each SAP K-12 and CANS Certified. We have a experience in collaborating with schools to develop k-12 SAP teams, implementing SAP Core Team meetings, and developing SAP processes that are a good fit for that unique school. In fact, we provide K-12 school based outpatient services in 11 school districts which is a total of 45 schools throughout Allegheny and Westmoreland Counties. Additionally, our Student Assistance Program provides mental health as well as drug and alcohol SAP services in 15 school districts throughout Allegheny and Westmoreland Counties.

Moreover, Family Services' SAP team offers postvention support. In the last few years, our team has responded to a number of crisis events by offering postvention services. Our team worked collaboratively with the county and the schools in developing a postvention protocol.

This seems to be a natural fit for the SAP team as they are all trained in the Sanctuary Model of Trauma Informed Care. The agency has made a commitment to train all staff in the Sanctuary Model. Sanctuary is a treatment and organizational change model that integrates trauma theory with the creation of therapeutic communities which provides safety for both clients and the staff who work with them. Other specialized trainings include Trauma Focused CBT, PCIT, and co-occurring conditions which have provided therapists with the tools they need to be effective.



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

Family Services Outpatient Therapy Program has provided quality outpatient services in Allegheny, Westmoreland, and surrounding counties for years. In order to decrease barriers to treatment, Family Services offers outpatient treatment on site, in school settings, and in a Federally Qualified Health Center. In many of the schools we currently provide SAP, we also have the opportunity to offer outpatient school based services. The SAP liaison offers the student and families a choice of providers. Being the SAP and outpatient provider in schools has supported positive communication and continuity of care. As such, Drug and Alcohol outpatient school based services are provided in three school districts in Allegheny County. Mental Health outpatient school based services are provided in 32 schools in Allegheny County. All of our Outpatient Therapy Program staff (drug and alcohol as well as mental health) have, at minimum, a master's degree in the field of behavioral health, meet training requirements, are licensed as professionals in the state of Pennsylvania, and hold state, national, and internal certifications as specialists in the field of counseling.

Over the past 50 years, Wesley Spectrum has served students and their families from approximately 52 school districts in Southwestern Pennsylvania within their school programs. Wesley Spectrum's reputation has been built upon its success and excellence in integrating education and mental health services for its students and families. For the past ten years, Wesley Spectrum School Based Behavioral Health Services has taken the same approach, integrating mental health supports into the school day, into local school districts. At the request of school personnel, mental health therapists are working along all three tiers of the PBS triangle. The therapist's role ranges from supporting students identified as the most critically in need and at risk for placement to educating staff about building positive strategies for all students. In each school district, and often in each school within a district, services are tailored to meet the unique and individual needs of the students, families, and school personnel. A team approach, ongoing collaboration and discussion help to define roles, goals, and plans of action.

Partnering with 9 school districts, Wesley Spectrum School Based Behavioral Health Services provides a variety of options to develop a model of therapeutic support to best serve the needs of students under various funding streams. Key components incorporated into the Wesley Spectrum SBBH model include integration with the school, partnership with families, ongoing review of student progress and service impact, and linking students and families with natural and community supports. Our research has indicated that when the key model components are followed, students achieve success.

Current models – SBOP, District Contract, Blended OP and contract models, PBIS Facilitation, CSBBH Teams

**Service Delivery (50 points)**

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

4. 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?

SAP best practice guidelines state that the liaison completes screenings within 5-7 days of receiving the permission from the SAP team. Family Services' SAP liaisons have a goal of getting screenings completed within that time frame 90% of the time and consistently have been able to achieve that goal. Liaisons are in the buildings they serve at minimum twice a month and maintain regular contact with the school regarding new permissions for screenings that come in between meeting times.

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

SAP liaisons work diligently to engage parents in the SAP process, parents must sign a SAP permission form in order for the student to be screened and the liaisons will contact the parents prior to the screening to help improve follow through rates. Liaisons will talk with parents prior to the screening regarding what the process is, address any concerns and feedback from the parents and tell them to expect a call back once the screening is complete. In some cases, parents have requested to be present during the screening for those students under the age of 14 and that request has been granted - which has also helped improve engagement. Liaisons will also participate in parent meetings with school personnel. Once the screening is completed, Liaisons will contact parents by phone to notify them of the recommendation results of the screening, discuss resources available, and provide them with support via phone, email and mail. Additionally, Liaison's will complete a follow up within 30 days to ensure parent/student follows through. At that time we will complete a satisfaction survey with the parent about their experience with our SAP.

Family voice and choice is imperative for successful outcomes for children. Families will have choice when offering assessment, individual and group therapy activities and consultation with school employees and other providers. Regular feedback on child progress and outcomes will be provided to caregivers as a means of gauging progress. Sharing data on progress builds unified consensus on next steps. In addition, an annual satisfaction survey will be offered to families to assess engagement and outcomes of the service. Data will be analyzed with the SAP Team to identify areas of improvement to best meet customer needs.

6. 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?

The SAP coordinator attends all SAP provider and prevention provider meetings, which offers networking opportunities with other agencies, as well as county officials. Liaisons work diligently to build relationships with providers in assigned school districts in order to help with effective

## **RFQ Response Form**

### *Student Assistance Program Providers*

collaboration and link students to resources. Liaisons will conduct outreach with providers and ask pertinent questions to ensure students are being linked to the most appropriate referral source. This information is provided to the families and the liaison helps the family in making informed decisions to support seamless continuity of care. Liaisons also work closely with Family Services' Child Administrative Service Coordinator who helps link children and families to resources, providers, and ancillary services as appropriate. The SAP Coordinator also works closely with Allegheny County School Based Liaisons to help bridge the gap of services.

7. 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)?

Family Services' SAP has a commitment to integrity in making sure students and families are being linked with the most appropriate service based on the need of the student and family. Liaisons work diligently to be up to date on new resources, as evidenced by their continuing education. Outreach and communication is a vital part of their role. Liaisons will give families at least three different provider choices for each level of care they recommend.

8. 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?

Families and natural supports are key partners in supporting and fostering success in school and in life. Students are best understood and helped in the context of the nuclear family, extended family and community in which they live. A family centered care approach is essential in understanding and providing success in the family system. Family involvement throughout the referral and treatment process is essential and encouraged. Family engagement begins at referral and throughout the assessment. Staff is available for assessments as the family schedule permits and oftentimes, there is no advance scheduling. Assessments occur where the family is comfortable, either at school or in the home and a warm hand-off from the referral source increases child and family comfort during the intake process. All efforts are made to include families during treatment while maintaining the confidentiality and respecting the needs of the student. The family is the expert about their child. A family centered philosophy is not restricted to the nuclear extended family. It involves seeking supports and strengths in the larger community, which may impact and support the family. The school environment is the central component to the lives of school-aged consumers. Family members shall be invited to partner with school personnel and the team to problem-solve systemic issues in the school and community and to guide the path of this program and use child strengths to increase motivation and performance in school. Our staff can attend IEP meetings, parent-teacher conferences and activities such as Open Houses to help bridge any communication gaps between the caregiver and the school.

9. 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,

## **RFQ Response Form**

### *Student Assistance Program Providers*

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.

Response:

- 1) Assign a case manager at the SAP level in this case it would be appropriate for the school social worker to become the CM due to his current involvement with the family and relationships already developed.
- 2) Discuss school level interventions: such as having a mentor for check in and check out (Trevor's English teacher would be a good candidate because they have a good relationship), Offer the tutoring program to help with drop in grades.
- 3) Contact the parent to discuss her view of the main concerns for her son and needs for the family.
- 4) Screen Trevor-discuss with Trevor what he is willing to be participate in.
- 5) Call the parent after the screening and provide referrals for services: (Liaison would walk mom directly through this process, offer additional support to help get her linked such as Administrative Service Coordination)
  - a. Service Coordination to help with the family's needs such as housing, food, insurance, etc.
  - b. Provide recommendations for therapy with a focus on trauma (possibly PTSD clinic) and/or drug and alcohol evaluation.
  - c. Family Focused Solution Based
  - d. Providing resources for grief groups such as the Caring Place or other parent loss groups.
  - e. Possibly a male mentoring program in the community
- 6) Send out a letter to the family recapping the resources recommended.
- 7) Share the recommendations with the SAP team, encourage Home and School Visitor to continue to work with the parent to get her linked to these services.

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

8) Follow up with parent within 30 days and follow up with Trevor if needed.

10. 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.

(Written from the point of view of the SAP Supervisor Team Member)

As the SAP supervisor, I would request a meeting with the high school principal as well as DHS to effectively work together to resolve this issue. I would again, prior to this meeting, address these concerns with SAP liaison and clearly explain the role of the SAP liaison to the liaison and explain that part of doing this role is being at core team meetings, being on time and providing follow up information in a timely fashion. I would also discuss with the liaison having an additional role as an outpatient therapist and how to better work to improve the balance within this and to determine whether this is possible or not. I would also have a discussion with the Outpatient supervisor regarding his performance and that it is impacting the SAP program relationship with the schools. Due to these being ongoing concerns, I would potentially remove that liaison from that district and put a different liaison in to see if that can help improve the quality of service they are providing prior to them switching providers, which I would discuss in the meeting with DHS and the school district.

11. 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.

Family Services of Western PA has been providing SAP services in Allegheny County since the Student Assistance Program started over 30 years ago. We have a strong commitment to the program and providing intervention for students and their families in the school setting. Throughout our years of service, we have been able to collect outcomes to determine effectiveness of the service and satisfaction rates of the families and schools. We have also been able to monitor and address challenges associated with parent follow through and have implemented process improvement plans to continuously improve their rate of engagement. We have worked diligently to provide training to staff, as well as school personnel, to help bridge the gap between the behavioral health and education systems. Our SAP liaisons have had great success with helping schools better understand the behavioral health system and be more open and accepting to getting their students the most appropriate services necessary. The merged entity of Family Services and Wesley Spectrum will utilize the relationships each of us have in the identified school districts to enhance, nurture and maintain a unified, strong vision for SAPs.

## **RFQ Response Form**

### *Student Assistance Program Providers*

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

Family Services has worked to develop strong relationships with school districts for more than 30 years. Based on successful relationships and quality services, we have continued to expand throughout the years. The SAP Coordinator works diligently to reach out to schools on a regular basis by attending core team meetings and by arranging meetings with school districts at the start of the school year to address any questions, concerns, or help improve any processes. Liaisons are available to school districts by phone and email daily as well as on assigned days for core team meetings, consultations, and screenings. The SAP Coordinator as well as liaisons have worked with districts to start ESAP teams, provide team maintenance, and work to improve policies and procedures around behavioral health. Our SAP team has worked very hard to ensure positive relationships with the schools in which we currently provide service, we also complete satisfaction surveys on a yearly basis to help ensure the quality of the work we are providing. In the 15-16 school year, the SAP team had a 97% overall satisfaction rating. The merged entity of Family Services and Wesley Spectrum will continue this model of process improvement and assessment.

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

Yearly, Allegheny County provides SAP with a template for postvention response, which SAP providers will take to their schools to discuss appropriate postvention plan. Postvention response typically will depend on the school district's preference, and once the school district reaches out to the SAP Coordinator for assistance we will send a liaison, if possible the liaison assigned to that district, to respond accordingly. The liaison then will assess the postvention situation to determine if further back up is needed. In the meantime, the SAP coordinator will reach out to the Allegheny County school based liaison team and school district to see what additional support can be provided throughout the time the postvention is needed. We will provide individual support to student, faculty, and staff as well as resources and help administration with postvention response plans

#### **Staffing (10 points)**

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

The Student Assistance Program, Outpatient Therapy, and the Drug and Alcohol program are all a part of Family Services' Behavioral Health Division. The Director is Heather Duncan, the Senior Manager of the Outpatient Services is Kelley McNichols, Carol Bowen is the Outpatient Manager and Tamra McClafferty is SAP Coordinator. Currently there are 5 full time SAP Liaisons. All staff have a minimum of a master's degree. The majority of the staff are licensed, hold unique certifications, and are credentialed with most insurances. All have extensive experience working with children, adolescents and their families. Family Services highly values supervision and ongoing continuing education, both of which promote professional growth and development for employees.

Currently, Family Services SAP has two Liaisons who have been with the agency SAP for 15 + years, and the average of the other three Liaisons is 3 years. It is our goal to continue to offer these staff competitive and valued employment opportunities that will promote growth and work/life balance.

## **RFQ Response Form**

### *Student Assistance Program Providers*

In the event of a vacancy, our goal is to have a new staff member prepared for services within 30 day, assuming trainings are available for SAP k-12.

Implementing SAP into the merged entity will require the hiring of up to 3-4 new staff. It is anticipated that ramp up for the South and City of Pgh districts would take, at most, 90 days.

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

All current SAP Liaisons, the SAP Coordinator and Senior Manager of Outpatient Services have completed the K-12 SAP certification training. All Allegheny County staff have also obtained the necessary trainings put forth by Allegheny County Mental Health and Drug and Alcohol to be effective SAP liaisons, such as Addiction 101, Confidentiality, SPA training, certified to completed the CANS, which is also updated yearly as well as receiving ongoing training to meet the 12 hours of additional training required by Allegheny County. Currently the SAP coordinator also collaborates with Gateway Rehab K-12 SAP training to provide the Mental Health portion of the SAP training. All SAP liaisons are Master Level Clinicians with each over 5 years or more in the behavioral health field.

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

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

FSWP sets a standard for entering documentation into PBPS (Prevention Based Performance System) that documentation needs to be completed within a 7 day timeframe, which is sooner than PBPS timeframe which is within 14 days. Data entry also impacts performance evaluations where staff will get rated on the timeliness of documentation, which works as an incentive to get data entered in a more timely fashion. SAP coordinator checks PBPS weekly to follow up with staff regarding data entry to ensure it is being entered. FSWP also utilizes Carelogic, which is our electronic health record, where staff put in their daily schedule and are able to track real time to ensure accuracy of their data when entering it into PBPS. Liaisons also submit CANS to supervisor to be emailed to the county which is done twice a month as well as quarterly reports that are entered into the JQRS State system. Staff are able to run reports in Carelogic and PBPS to report data for quarterly reports to ensure accuracy. Staff also have core teams sign in at each meeting along with at any training or education event, they also will have students sign in with initials at each SAP group. With the transition to fee for service and entering data into CIPS, SAP coordinator has already begun working with our Carelogic manager and billing to ensure this will be completed accurately and in a timely fashion with being able to utilize our electronic health record.

Upon completion of the merger with Family Services and Wesley Spectrum, all SAP services will fall under this same model of data collection and tracking.

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

Outcome measures should be based on recovery/resiliency-oriented principles such as:

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

- Improving quality of life
- Individual and family/support system satisfaction
- Participation in meaningful activities and social relationships
- Discharge Choice
- Peer and Community supports
- Achieving positive clinical outcomes

The agency's compliance officer will complete internal chart audits during the first and third quarters yearly. The audits will entail the "golden thread review", compliance according to program regulations, encounter form accuracy reviews and audits of supervision practices to insure quality across the program. The compliance officer is available for internal investigations should a need arise that would warrant that process. The program will also be responsible for regular risk management reviews which will inform the audit process. The agency's quality improvement manager addresses any complaints/grievances, explores and facilitates initiatives to improve processes and clinical outcomes and plays a key role in facilitating reaccreditation through COA every four years.

Within the outpatient therapy program, clinical supervision is provided several times per month for each staff member. Also the clinical supervisor reviews every treatment plan and treatment plan update to monitor family/child involvement, recovery orientation, appropriateness for ongoing treatment, etc.

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

18. 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.

19. Provide a budget (using the budget template available at [www.allegHENYcounty.us/dhs/solicitations](http://www.allegHENYcounty.us/dhs/solicitations)) that reflects a realistic estimate of the direct and indirect costs associated with implementing SAP.

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

SAP Liaisons are staffed on a 10 month schedule, or .83 FTE. Total costs for direct staffing in year one are \$205,570 for 5.4 FTE of direct staffing. Rates are determined by time of service with an entry rate for Liaisons being \$17.31 per hour.

Years two and three have a built in 2% escalator to cover projected cost increases per year.



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

Indirect staffing:

Indirect / Administrative staffing represents 1.89 FTE. Total costs for year one are \$19,487.

Years two and three have a built in 2% escalator to cover projected cost increases per year.

Benefits:

Family Services' Average Benefit rate is 27.5% of salary cost. This includes all payroll taxes, medical insurance, life insurance, workers compensation insurance, unemployment and retirement. However, due to the fixed rates established in the SAP Budget Template, the rate for year one is 23% and years two and three is 25%

Indirect Administrative (Other):

Management and General Cost associated with supporting this program consisting of Administration, Finance and Billing, Human Resources, Program Evaluation and Information Technologies. The allocation is based on the Full Time Equivalent within the program. This also includes the implementation, training, maintenance and oversight of our Electronic Clinical Record System, Qualifacts. Total expense for SAP is \$68,256 = \$9,363 per FTE

Division Expenses, including oversight of Division Director by Family Services' COO, divisional support Administrative Coordinators and Support Staff. Total expense for SAP is \$7,793 = \$1,069 per FTE

Years two and three have a built in 2% escalator to cover projected cost increases per year.

Operating:

Proposed direct administrative expenses are reflective of existing costs for SAP with an expectation of hopeful doubling capacity. SAP staff will be primarily mobile with the Coordinator being housed in Family Services' Central City Plaza location.

Start Up:

Year one allocates \$4,800 to purchase 4 new tablets for budgeted new staff members

Training costs for year one are at \$950 to train two new SAP members. Additionally in years 2 and 3 there is \$350 / yr to cover additional SAP k-12 trainings in the event of new hires.

Insurance (assuming Family Services covers the cost of vehicle insurance for provided vehicle) is \$900/month

Transportation / Travel is staff travel at \$.48/mile and parking expense.

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

Position/Title	Full Time Equivalent	Salary	Benefits/Fringe	Total Salary/Benefits				
SAP Team Leader	0.42	39,603	9,109	20,459	\$	16,633	\$	3,826
SAP Liaison 1	0.83	42,120	9,688	43,000	\$	34,960	\$	8,041
SAP Liaison 2	0.83	41,496	9,544	42,363	\$	34,442	\$	7,922
SAP Liaison 3	0.83	36,005	8,281	36,757	\$	29,884	\$	6,873
SAP Liaison 4	0.83	36,005	8,281	36,757	\$	29,884	\$	6,873
SAP Liaison 5	0.83	36,005	8,281	36,757	\$	29,884	\$	6,873
SAP Liaison 6	0.83	36,005	8,281	36,757	\$	29,884	\$	6,873
<b>Total Year One</b>	<b>5.40</b>			<b>252,852</b>				
					<b>\$</b>	<b>205,570</b>	<b>\$</b>	<b>47,281</b>
SAP Team Leader	0.42	40,395	10,099	21,207	\$	16,966	\$	4,241
SAP Liaison 1	0.83	42,962	10,741	44,573	\$	35,659	\$	8,915
SAP Liaison 2	0.83	42,326	10,581	43,913	\$	35,131	\$	8,783
SAP Liaison 3	0.83	36,725	9,181	38,102	\$	30,482	\$	7,620
SAP Liaison 4	0.83	36,725	9,181	38,102	\$	30,482	\$	7,620
SAP Liaison 5	0.83	36,725	9,181	38,102	\$	30,482	\$	7,620
SAP Liaison 6	0.83	36,725	9,181	38,102	\$	30,482	\$	7,620
<b>Total Year Two</b>	<b>5.40</b>			<b>262,102</b>				
					<b>\$</b>	<b>209,682</b>	<b>\$</b>	<b>52,420</b>
SAP Team Leader	0.42	41,203	10,301	21,632	\$	17,305	\$	4,326
SAP Liaison 1	0.83	43,822	10,955	45,465	\$	36,372	\$	9,093
SAP Liaison 2	0.83	43,172	10,793	44,791	\$	35,833	\$	8,958
SAP Liaison 3	0.83	37,459	9,365	38,864	\$	31,091	\$	7,773
SAP Liaison 4	0.83	37,459	9,365	38,864	\$	31,091	\$	7,773
SAP Liaison 5	0.83	37,459	9,365	38,864	\$	31,091	\$	7,773
SAP Liaison 6	0.83	37,459	9,365	38,864	\$	31,091	\$	7,773
<b>Total Year Three</b>	<b>5.40</b>			<b>267,344</b>				
					<b>\$</b>	<b>213,875</b>	<b>\$</b>	<b>53,469</b>

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

**Proposed Indirect Administrative Staff Roster: Year One, Two and Three\*\***

Staff Name	Position/Title	Full Time Equivalent	Salary	Benefits/Fringe	Total Salary		
	<b>Administrative Staff</b>				-		
Dr. Kelley McNichols	Senior Manager OP Services	0.05	61,651	14,180	3,792	709	3,083
Tamra Groen McClafferty	Student Assistance Program Coordinator	1	49,608	11,410	61,018	11,410	49,608
To Be Determined	Student Assistance Program Team Leader	0.42	39,603	9,109	20,459	3,826	16,633
To Be Determined	MH / OP Administrative Service Coordinator	0.42	36,670	8,434	18,944	3,542	15,402
					-		
					-		
					-	19,487	84,725
<b>Total Year One</b>		<b>1.89</b>			<b>104,212</b>	<b>Total</b>	
	<b>Administrative Staff</b>				-		
Dr. Kelley McNichols	Senior Manager OP Services	0.05	62,884	15,721	3,930	786	3,144
Tamra Groen McClafferty	Student Assistance Program Coordinator	1	50,600	12,650	63,250	12,650	50,600
To Be Determined	Student Assistance Program Team Leader	0.42	40,395	10,099	21,207	4,241	16,966
To Be Determined	MH / OP Administrative Service Coordinator	0.42	40,395	9,291	20,868	3,902	16,966
					-		
					-		
					-	21,580	87,676
<b>Total Year Two</b>		<b>1.89</b>			<b>109,256</b>		
	<b>Administrative Staff</b>				-		
Dr. Kelley McNichols	Senior Manager OP Services	0.05	64,142	16,035	4,009	802	3,207
Tamra Groen McClafferty	Student Assistance Program Coordinator	1	51,612	12,903	64,515	12,903	51,612
To Be Determined	Student Assistance Program Team Leader	0.42	41,203	10,301	21,632	4,326	17,305
To Be Determined	MH / OP Administrative Service Coordinator	0.42	41,203	9,477	21,285	3,980	17,305
					-		
					-		
					-	22,011	89,430
<b>Total Year Three</b>		<b>1.89</b>			<b>111,441</b>		

\*\*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
<b>Personnel</b> (Use detailed Indirect Admin Staff Roster as an input for this section)			
Administrative Staff	84,725.38	87,676.21	89,429.74
Support Staff			
Employee Benefits	19,486.84	21,579.73	22,011.33
Staff Training	350.00		
<b>Total Personnel Expenses</b>	104,562.21	109,255.95	111,441.06
<b>Operational Expenses</b>			
Office Space - (Mortgage/Rent)			
Maintenance			
Building Utilities			
Communication			
Office Supplies			
Transportation/Travel			
Vehicle Maintenance and Repair			
Postage and Shipping			
Printing and Publications			
Insurance			
Equipment and Furniture			
Association Dues/ Licensing Fees			
Recruitment/Advertising			
Auditing Expense			
Other: Professional Fees			
Allocation of Outpatient Divisional Expense	7,793.01	7,948.87	8,107.85
Allocation of Management and General Expense	68,256.27	69,621.40	71,013.82
<b>Total Indirect Administrative Expense:</b>	76,049.28	77,570.27	79,121.67
Offsetting Revenues:			
Total Revenue :	0	0	0
<b>Net Total</b>	\$ 180,611.49	\$ 186,826.21	\$ 190,562.74

## Proposed Direct Administrative Expenses

OBJECTS OF EXPENSE	Year 1	Year 2	Year 3
<b>Personnel Expenses (Use detailed Direct Admin Staff Roster as an input for this section. Add additional rows as needed to account for all direct staff titles)</b>			
SAP Team Leader	16,633.26	16,965.93	17,305.24
SAP Liaison 1	34,959.60	35,658.79	36,371.97
SAP Liaison 2	34,441.68	35,130.51	35,833.12
SAP Liaison 3	29,883.98	30,481.59	31,091.22
SAP Liaison 4	29,883.98	30,481.59	31,091.22
SAP Liaison 5	29,883.98	30,481.59	31,091.22
SAP Liaison 6	29,883.98	30,481.59	31,091.22
Employee Benefits	47,281.21	52,420.40	53,468.81
Staff Training	950.00	350.00	350.00
<b>Total Personnel Expenses</b>	<b>253,801.69</b>	<b>262,452.00</b>	<b>267,694.04</b>
<b>Office and Operational Expenses</b>			
Office Space - (Mortgage/Rent)	1,926.00	1,964.52	2,023.46
Maintenance	534.00	544.68	561.02
Building Utilities	1,421.00	1,449.42	1,492.90
Communication	9,334.00	9,520.68	9,806.30
Office Supplies	553.00	564.06	580.98
Transportation/Travel	12,662.00	12,915.24	13,302.70
Vehicle Maintenance and Repair	2,000.00	2,040.00	2,101.20
Postage and Shipping	500.00	510.00	525.30
Printing and Publications	500.00	510.00	525.30
Insurance	10,800.00	11,016.00	11,346.48
Equipment and Furniture	6,085.00	1,406.70	1,448.90
Association Dues/ Licensing Fees		-	-
Model Fidelity/Consultation		-	-
Recruitment/Advertising	1,000.00	1,020.00	1,050.60
Other:			
<b>Total Office and Operational Expenses</b>	<b>47,315.00</b>	<b>43,461.30</b>	<b>44,765.14</b>
<b>Offsetting Revenue</b>			
<b>Total Offsetting Revenue</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Net Total:</b>	<b>253,801.69</b>	<b>262,452.00</b>	<b>267,694.04</b>
<b>Total Indirect Administrative Expenses</b>	<b>180,611.49</b>	<b>186,826.21</b>	<b>190,562.74</b>
<b>Grand Total:</b>	<b>\$ 434,413.18</b>	<b>\$ 449,278.21</b>	<b>\$ 458,256.78</b>