

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

**APPLICANT INFORMATION**

Applicant Name: Human Services Administration Organization (HSAO)

Authorized Representative Name & Title: Debra Freeman, Executive Director

Address: 2801 Custer Avenue, Pittsburgh PA 15227

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Email: dfreeman@hsao.org

Website: www.hsao.info

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

Date Incorporated: April 27, 1998

**REQUIRED CONTACTS**

	Name	Phone	Email
Chief Executive Officer	Debra Freeman	412-884-4500	dfreeman@hsao.org
Contract Processing Contact	Susan Levi	412-885-6827	slevi@donnelly-boland.com
Chief Information Officer	Peter Suchy	412-882-5383	psuchy@donnelly-boland.com
Chief Financial Officer	Susan Levi	412-885-6827	slevi@donnelly-boland.com
Administrative Contact	Lori Kozarian	412-884-4500	lkozarian@hsao.org

**BOARD INFORMATION**

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

Board Chairperson Name & Title: Fay K. Boland, President

Board Chairperson Address: [REDACTED]

Board Chairperson Telephone: [REDACTED]

Board Chairperson Email: [REDACTED]

**REFERENCES**

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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.*

Jessica L. Colbert [REDACTED]  
Principal of Oliver City Wide Academy/School-based team member 2years  
Todd Wolynn [REDACTED]  
Launch Committee participant/Pediatric pilot partner 1 year  
Ruth Fox [REDACTED]  
System collaborator/partner 7years

**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>.

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

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- 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).

We are interested in providing SAP in the Southern Quadrant and to Pittsburgh Public Schools

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

South Quadrant: Clairton, Baldwin-Whitehall and South Park

Pittsburgh Public Schools

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?).

We are not a current SAP provider.

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

Our ideal SAP capacity is 3 districts and schools in the Pittsburgh Public Quadrant.

**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.

HSAO has significant experience identifying children and families in need of mental health supports and linking them to the most appropriate and least restrictive options at every level of the Continuum of Care. The identification of children and families in need of mental health support throughout Allegheny County is a process of consultation and collaboration that takes multiple forms. Strong relationships with every child serving system in Allegheny County often results in providers completing written referrals to an enhanced service coordination unit at HSAO. Written policy requires the unit supervisor or assigned staff to make telephone contact with the referral source. This initial contact affords both parties the opportunity to collaborate regarding case specific nuances. The benefit of this collaboration is twofold: HSAO's relationship with the community referral source is solidified, and family's needs and strengths are expanded upon through initial collaboration.

Consultative efforts are also available to systems and community partners on a more formal basis. The identification of needs and supports for children and families involved in multiple systems are often complicated by the requirements of individual systems and agencies. HSAO staff has a standing face to face team triage meeting for the purpose of identifying children in need of mental health supports at Shuman Detention Center, Auberle Hartman Male Shelter, Juvenile Probation district offices, and all five

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Community Intensive Supervision Programs (CISP). These weekly scheduled team meetings allow all involved participants to strengthen their knowledge of the greater system barriers to mental health services and supports. This results in a team approach to resolution that provides for the appropriate identification of children who may require evaluation or linkages. Formal triage time also occurs between designated HSAO staff and the care coordinators and physicians at Kids Plus Pediatrics. We understand that early identification and treatment of mental health/behavioral health issues can decrease the length of time and level of care needed to make positive long lasting impacts. This pilot project has provided us a unique opportunity to serve some of the youngest clients thus increasing our overall system knowledge and allowing for greater relationships to providers where linkages were less likely previously. The physical presence of HSAO staff at CYF shelters, where all initially placed children receive a face to face CANS assessment, also provides a tremendous opportunity to provide support to front line staff and identify children/families who are in need of various types of services.

Additionally, a dedicated supervisor is assigned to the office daily for the purpose of assisting any system partner or individual who may be seeking consultation regarding any form of support for a child or family.

All HSAO service coordinators are trained in the CANS assessment. Every active client at the agency receives a comprehensive assessment within 30 days of case commencement and subsequently every 6-months until case closure. The CANS assessment is completed in interview form at the home of the client / family. All involved community partners are consulted for the assessment both by phone and in person as available. The completion of the CANS assessment becomes the foundation of the service coordination plan that will ultimately govern all subsequent referrals and linkages. HSAO staff are diligent about identifying client mental health needs, community needs, familial strengths/needs, and developing family rapport. Family desire to participate is paramount in making appropriate linkages. HSAO staff recently participated in a multistate Breakthrough Series Collaborative as part of the Allegheny County Department of Human Services team for the purpose of discerning the CANS use in identifying trauma and empowering entities in addressing the needs of families in this domain.

HSAO is the home of eight specialized service coordination units. The expanse of the units falls across the Continuum of Care – including clients new to mental health services through clients who are in Residential Treatment Facilities. This specialization allows for intricate knowledge of the various treatment options at every level of the Continuum of Care. In fact, HSAO served 2,645 unduplicated children and adolescents across our eight specialized units. Our experience and knowledge combined with positive provider relationships is the crux of truly beneficial and successful service linkages.

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.

A child drug and alcohol needs are identified much like needs in the mental health realm. HSAO uses several sources are used to assess for drug and alcohol concerns, including: review of referral, review of client evaluation, direct questions with caregivers, consultation with team members, and during a face to face interview with client. Drug and alcohol needs are specifically assessed for during the completion of the CANS assessment - prior to the service planning stage.

Risk assessment and safety planning occurs immediately in the event that needs or concerns are identified at initial referral. In circumstances where concerns from any team member are expressed during intake, mobile evaluations are immediately pursued to assess risk and need for inpatient services. In cases of expressed familial concern and client unwillingness to receive evaluation or treatment, families are informed and guided through, if they choose, the Act 53 process.

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HSAO staff are acutely aware and present in both community outpatient and inpatient drug and alcohol treatment facilities. Clients who are suffering from drug and alcohol concerns are often monitored by HSAO staff during inpatient stents for the purpose of continuity of care in their discharge planning. Access to drug and alcohol services is frequently burdened by complications related to availability and insurance coverage. Knowledge of these potential barriers and probable resolutions are extremely important to the procurement and success of services. Due to the likelihood of co-occurring disorders, identification of D&A concerns is an on-going process. The 6-month update of the CANS assessment provides a specific opportunity to reassess for D&A. Nonetheless, the collaborative team approach allows for any newly established concern to be triaged immediately.

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

HSAO has a county wide presence in schools. HSAO staff supports every client in educational goal development and achievement. Our staff supports students in every school in every district in Allegheny County and often beyond, especially in circumstances of residential placement. We strive to support students in every educational endeavor both formally and informally. Facilitation of 504 plans and Individual Education Plans (IEP's) is a typical activity of all HSAO staff. The frequency of our collaboration with the area's schools has resulted in an intimate knowledge of each district's cultures and available in-school and community services. Knowledge of both the educational facility and the community it is located in provides a great advantage when linking students and families to appropriate supports. Furthermore, this knowledge allows for the identification of natural community supports that can remain to serve a family long after professional intervention concludes.

The School Based program at HSAO commenced in the 2012-2013 school year. The vision was to assist families and facilitate links to mental health, wellness, physical health, community supports and intellectual disability services while utilizing a cohabitation model. The program's early success resulted in two additional district contracts. The School Based Program is currently operational in four educational facilities: Westinghouse Academy, Oliver Citywide Academy, Mon Valley School and Pittsburgh Faison K-5. Our specially trained unit of eight service coordinators are each SAP certified. Each individual staff is an existing participant in the SAP Core Team.

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.

Please see attachment

**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?

HSAO staff and supervisors will emphasize the need for persistent outreach even when clients and families are reluctant to receive services. We will utilize a successful agency wide outreach approach when a new referral for screening is received. The referral will be reviewed to gather an understanding of the unique needs and strengths of the client. The Liaison will consult with the referral source to determine the best engagement techniques that reflect the family's culture (i.e. additional phone

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numbers, which family member makes important decisions, best time to call, family's perspective of service providers, etc.). The Liaison will contact with the family via phone calls to all available numbers, letter, e-mail/text (if preferred by the family), and/or attendance at school meetings and events where the caregiver might be present. Our staff is also available to meet families in their homes or in the wider community. Our knowledge gained from referral source and school records regarding student/family needs, strengths, and culture will assist in developing rapport with the family. We will explain our ability to serve as a mediator to any potential conflict with the school, and we will listen in non-judgmental manner to the family's perspective of needs and strengths. The Liaison will illustrate how the SAP program can support the family with achieving their own goals. Once permission is granted by the caregiver, the SAP Liaison will use a tailored approach (based on thorough training) to engage the student including: motivational interviewing to understand the student's interests, trauma informed care, and cultural competency. This engagement with the student can take place as preferred by the student, including after school. This approach to outreach will address multiple potential barriers including: 1) difficulty in reaching families to consent to the SAP Process, 2) lack of buy-in from family that SAP support can be beneficial, 3) student refusal, and 4) past conflict between family and the school. With an available laptop, each Liaison is flexible in gathering information from the student, family, or team member from any location and at multiple points in time. HSAO staff are characterized by strong interpersonal and organizational skills. They will follow the company expectation to accomplish all screenings within 30 days. As noted earlier, HSAO is actively involved in utilizing CANS Assessment in informing our work with clients.

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

HSAO believes that family involvement is essential to the success of students. As noted above, this rapport building begins from the first outreach to the family. From the start, we will work to ensure that the family views us as a voice for their goals/concerns, treats us as their "go-to" resource, and feels they are treated with respect. The SAP Liaisons will actively seek out parents' involvement in the CANS-SAP screening both by phone and in person. Parents will be encouraged to utilize the SAP Liaison to resolve ongoing concerns. SAP Liaisons will be up front about the type of support available from SAP, assist with linkage to community supports available, and follow-through with all commitments made to the family. SAP Liaisons will also complete scheduled and as needed follow-up with parents in person or by phone to ensure that they feel that progress is being made towards their SAP Student Plan.

With this foundation, we plan to engage SAP Parents in several different activities – recognizing all of the stressors experienced by families. We will hold educational presentations and trainings that reflect common needs identified by families. We will encourage parent feedback through surveys conducted while open with the Liaison. We will invite parents to take part in agency wide Parent Focus Groups that offer the parents a means of engaging with other parents whose children have similar mental health or substance abuse needs. We will facilitate pertinent, culturally sensitive, school-based crisis counseling services and postvention to students and caregivers. In order to inform parents of these events, we will instruct staff to have direct outreach/reminders, send mailing announcements for events, utilize e-mail invitations, and conduct automated phone reminders for people who signed up.

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?

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In order to ensure that students and families are connected to the services and supports that best meet their needs, a determination of those needs is essential. The CANS assessment allows for a comprehensive assessment of needs and strengths in multiple life domains. If utilized like a checklist or Likert scale, as opposed to a tool to facilitate collaboration and team consensus, the assessment will likely result in a missed opportunity to engage families, build rapport, and obtain their buy-in. The absence of consensus will likely result in mis-linkage and high levels of nonparticipation. Thus it is paramount that the assessment be conducted face to face with student, and hopefully, families. The goal will be rapport building and not assessment completion. The realization that more than one meeting may be required in obtaining a full understanding of needs is essential. Furthermore, the entire SAP Core Team will be pursued to elicit a deeper understanding of needs and strengths, as well as, any other involved systems or providers.

Once an understanding of a family's needs is obtained and the family supports the pursuit of services to address their identified needs, knowledge of services and supports will need to be applied. Despite the kind of supports suggested, the least restrictive options will be identified and attempted first. Consultation within the SAP Core Team and outside resources may be necessary to identify a service or support that meets a need with less readily available options, for example, a cultural need like interpretation service. A team approach within the HSAO office provides the opportunity for case specific triage and resource identification, thus our collective knowledge of unique or more specialized services and supports is vast.

Knowledge of and the ability to link to ancillary supports should not be overlooked. Every HSAO service specialist is a certified Wellness Coach. We are trained to evaluate family's needs in the eight domains of wellness: financial, environmental, intellectual, physical, occupational, spiritual, social and emotional. A holistic approach to every case is a top priority.

We currently possess 100 letters of agreement with county agencies. In addition to our knowledge of and collaboration with mental health and drug and alcohol services, we have longstanding system partners that we will continue to collaborate with via phone, in person, or by an appropriate means of electronic communication. We are aware that in fast paced professional environments we need to be readily accessible to clients and system partners. We have long and lucrative relationships with CYF, Juvenile Probation, and providers in the physical health arena.

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).

Family choice is a best practice standard at HSAO. We are a stand-alone provider comfortable with a plethora of service provider options in all eight wellness dimensions. After any type of service or support is specified and agreed to by the student or family, it is our practice to have a face to face discussion regarding all treatment options available starting with the least restrictive. During face to face contact, service options are discussed verbally and written material is disseminated as needed or requested. Families will be made aware of all potential providers. Assessment of a family's ability to access a provider dependent on specialty, location, insurance type / status, and preference will be considered so that an informed choice can be reached. Service and support planning is family driven.

The above process ensues via telephone or e-mail if a face to face discussion is not possible. We will utilize any form of communication that a family is comfortable with or that best meets their needs.

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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?

Plans for supporting families through the referral process and thus through treatment are always individualized. Continuous assessment of needs and progress trigger activities on behalf of the SAP Liaison that ensure an individual family's success. For instance, verbal face to face or phone instructions on how to access services or supports after a referral is made and accepted may be all that is necessary to ensure success. In some cases, families may require hand-over-hand support or face to face meetings in the educational setting, community, or home. In other cases, a family may need to be physically accompanied to the referred support. Regardless of the circumstance, HSAO is committed to providing the level of support required. Through rapport building and respectful interaction, a family's level of initial ability and comfort, accessing services and supports will be determined and discussed to ensure linkages are utilized.

After the initial successful utilization of a linkage, continued support based on the family's level of ability and comfort will continue in person, via phone, or by mail. If at any point in time a student or family has concerns regarding their current level of support or provider, we will work with the family and provider to resolve any expressed concerns. This could include outreach to direct care staff, agency supervisor, agency director, or insurance company. Should it be determined that the level of support or provider be inappropriate, subsequent referrals/service transfer will be made to address new needs or to obtain new providers.

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.



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

We will work through the four phases of the SAP process (Referral, Team Planning/Data Collection, Interventions/Recommendations, and Support/Follow-up) based on the receipt of a new referral.

**Referral:** The HSAO SAP Liaison will confidentially review the referral form from the teacher who reported the concerns that “he refuses to complete school work and has frequent suspensions, rapidly declining grades, spotty school attendance and suspected marijuana use.” We will look to see what steps the teacher/counselor have taken, including contact with parent. We want to understand the classroom Interventions attempted. If determined that there is an immediate crisis, this would not be an appropriate SAP referral, and we would act immediately to provide intervention. As long as appropriate classroom interventions have failed and we are able to make contact with the family, we will move into the Team Planning Phase. The involvement in after-school tutoring is a good sign that necessary interventions have been attempted. If outreach to family or insufficient teacher intervention have been identified, we would return the referral and provide feedback to the referral source.

**Team Planning/Data Collection:** The HSAO SAP Liaison will gather/review records about Travis available from the school, including Student Information Forms, grades, attendance, standardized testing, disciplinary records, etc. We would initiate collaboration among the SAP Coordinator, administrator, and SAP Team to review data. HSAO would assign a staff member to reach out to the parent/guardian to educate them about the SAP process, complete additional intake paperwork, discuss parent perspective of concerns/strengths, and stress the importance of family engagement in the SAP process. This approach to outreach is detailed in question five.

**Intervention / Recommendations:** Since the parental consent has been obtained, the referral will be added to the agenda of the next scheduled SAP meeting. HSAO staff will engage Trevor to complete the SAP CANS. We will be working to understand Trevor’s view of his current needs and identify strengths (such as interest in military career, Mom’s collaboration with the school, relationship with Mr. Jones), and gather information about substance abuse/mental health needs. At the SAP Meeting, HSAO staff will present the Whole Child Summary Form. The SAP Liaison will support the team with thoroughly brainstorming potential solutions/strategies to the current concerns. While the team will not diagnose, treat, or refer for treatment, the SAP team might refer for assessment. Potential action items include connecting to the appropriate community services, effectively utilizing in-school supports (safety plans, mentoring, tutoring, etc.), and engagement in groups that would assist in skills development. HSAO staff will complete an action plan.

**Support/Follow-up:** HSAO staff will check in with Trevor, his parents and team members who have action steps to complete. HSAO will suggest revisions to the action plan that could be made to support Trevor with removing barriers to learning. HSAO will provide updates at subsequent SAP meetings to review Trevor’s progress and revise his action plan. Trevor’s mom will be kept up to date about the

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progress being made. Mom will be encouraged to take part in educational/social-emotional learning opportunities provided through the SAP program.

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 very unfortunate circumstance, HSAO as the SAP provider would adhere to the established DHS conflict resolution process. Last school year, when Mr. Johnson contacted HSAO, a meeting to discuss the conflict would have been set and included the entirety of the SAP Core Team and school representatives and leadership. It would have been the expectation of HSAO leadership that this meeting would resolve the current conflict to everyone's satisfaction.

Given that resolution was not the result of the first meeting, the subsequent call from Mr. Johnson would have resulted in a meeting between school leadership and HSAO leadership. At this juncture HSAO would have developed a concrete plan of action with the school/district to resolve the conflict.

After a third call was made by Mr. Johnson, DHS/OBH leadership would have been informed and we would convene meets with leadership from the school, HSAO, and the state. If this very high level of intervention fails, it would be the right of Mr. Johnson to select a new SAP provider from the pool of pre-qualified applicants given that it is the beginning of the school year.

HSAO also has an internal grievance policy that all families and providers are made aware of. Like DHS/OBH's policy, it is a tiered policy aimed at ensuring that all providers and families involved have their needs met and find working with us beneficial. Furthermore, any SAP liaison employed by HSAO would have the benefit of peer-to-peer mentoring, Supervisor and peer shadowing, field supervision, and field meeting observations. We feel strongly that a strong training protocol and a strong leadership presence in the school from the start would have made intervention at the level Mr. Johnson required very unlikely.

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

HSAO's mission is to empower individuals, families, and community by improving their quality of life through specialized, personalized, enhanced, and effective service coordination. We intend to bring this same commitment with the SAP Teams. We maintain the belief that administrators, teachers, counselors and staff strive for excellence at educating and fostering the development of the students of Allegheny County. Some students present unique behavioral and emotional

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challenges that complicate the classroom dynamic and impact the learning process. HSAO's vision is that those students need a bridge to supports that will enable them to be successful academically, socially, and behaviorally. We are committed to providing that bridge and empowering those students to receive the needed treatment so that they can maintain to be in their school. We are committed to offering as much time as necessary to achieve an understanding of the barriers from the perspective of the school, student, and parent. HSAO will work tirelessly to address any barrier (trauma, bullying, suicidal ideation, grief/loss, access to treatment, transportation, financial constraints, family follow-through, etc.) to student success. We will maintain open lines of communication with administrators, teachers, and families with aims to monitor the success of the interventions and provide timely adjustments to changing needs. Our ultimate goal is to ensure that each student has what they need to move on to the next grade, graduate, and become active members of the Pittsburgh community.

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

HSAO recognizes that the responsibility for forming strong relationship with partner schools is paramount to ensuring the success of SAP students. However, this professional relationship does not happen simply by walking in the door of the school. We recognize the need to develop trust, open lines of communication, interdependence, and buy-in from all parts of the school community. In working to establish an initial rapport, we will: 1) attend existing meetings/trainings to introduce staff, 2) provide literature to help school personnel understand our role, 3) make staff available to join meetings with potential SAP students/parents, 4) provide refreshments to SAP Core Team Meetings, 5) respond to the unique opportunity to engage with school staff and 6) work with the school to establish an effective conflict resolution process that reflects the needs and perspective of the school and HSAO. Beyond initial relationship building, we will: 1) attend every SAP Core Team meeting, 2) openly and respectfully provide guidance on how to navigate the mental health and substance abuse service systems, 3) follow-through on commitments, 4) encourage staff to attend community events being held by the school, 5) maintain an open door policy to encourage school staff with concerns to reach out to a SAP Liaison and 6) provide easy access to a direct supervisor of the SAP Liaison who can address any concerns. We strive to serve as the "go-to" resource for administrators, teachers, counselors, and staff.

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 via phone, in the school or in the community to core team members, students, families and faculty as warranted or requested. Appropriate linkages to and collaborations with community agencies specializing in supports around traumatic events will be established as appropriate. HSAO has experience in making these linkages in response to area homicides where the victims were involved in the CISP centers.

Given that the staff employed by HSAO is employed as full time employees for an entire calendar year, the need for postvention in the summer months does not present a hardship.

**Staffing (10 points)**

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

Quality staff are recruited in a number of ways. For instance, a rigorous internship program often results in the permanent hiring of qualified staff who have received agency specific training and who have come to know and value our culture of putting families first. HSAO currently employs eight SAP certified staff despite that fact that we are not a current SAP provider. Our training opportunities both internally and externally, as requested by an individual employee, allow us to continue to grow the knowledge of our workforce in ways that we feel are beneficial and pertinent. We will continue to provide the necessary training and support to a pool of employees allowing for the movement of interested and qualified applicants into open positions quickly.

Competitive salaries and benefit packages, as well as, strong training programs and leadership support allows for the retention of qualified and skilled staff. HSAO's leadership is always ready to step in and fulfill the duties of any vacant position ensuring that the activities of daily support continue at the highest levels.

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

All SAP staff would be expected to have a minimum of a Bachelor's degree and two years of experience in the human services/educational field. All HSAO new hires receive New Hire Training. All SAP staff would be provided with and expected to complete all HSAO staff trainings and any additionally required or recommended SAP suggested ancillary trainings. HSAO has a stringent written code of conduct that all staff are expected to internalize. Values such as professionalism in dress and language, confidentiality, respect for colleagues and families, and honesty in all business practices is paramount. Any unprofessional, unethical, dishonest, or otherwise egregious action or behavior will result in disciplinary action and possible termination. A written procedure for disciplining infractions is in place. All HSAO employees are provided with explicit written policies and procedures. Signatures are required as evidence for the familiarity with policies and the expectations of the agency.

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

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

We will enter, track, and report data from our electronic health record, EVOLV. We will build a program specific case note that will allow for the continuous individual tracking of data points including CANS assessment completions, applicable school information, mental health linkages, and drug and alcohol linkages. It is our practice to enter case notes daily. All case notes are reviewed and approved by individual program supervisors to ensure that best practice guidelines are followed. HSAO is a current CIPS participant and is able to transfer information.

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

Monitoring the collection of data and its input into the electronic health record are primary components to ensuring quality work. The SAP Liaison supervisor, manager, and program director

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review the collection of data and provide analysis to ensure that quality services are being provided and captured. Reporting is done monthly and analysis is preformed no less then every quarter.

Data elements that are indicative of quality may include: summary of SAP Services provided, numbers and demographics of students served, and aggregate data on the primary issues identified via screenings. In addition, we could look at number of CANS assessments completed, billed units and the number of ancillary and educational contacts made monthly and per case.

Satisfaction surveys for both school and community stakeholders, as well as families, could be utilized to discern both qualitative and quantitative indicators.

Specific data points may include:

- Students referred for assessment/students referred who did not receive an assessment
  - Historical data on students referred by year
  - Race/Ethnicity of Students referred for assessment
  - Student age and gender
  - Primary Problem Categories- D&A, Mental Health, Co-Occurrence, None
  - Secondary data: Trauma, gender, tobacco, grief loss etc.
  - Referral to services- specific/differentiate between D&A and MH
  - Referrals and admittance to services- accepted versus not accepted
  - Number of Core Team meetings, *average number of staff attending*
- in order to successfully measure quality diligence in data collection, reporting, and analysis is required. Plans for quality assurance must be adjusted as indicated by the data and resulting analysis.

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

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

We do believe that in Year 3 after working with the various school districts we will be able to support 1.5 FTE plus the supervision support necessary.

**Direct Salaries** - HSAO is committed to providing services to the various schools. Not knowing which schools will consider contracting with HSAO we are willing to commit up to 1 FTE for both Year One and Year Two of the contract. We do believe that we will need to increase to 1.5 FTE for Year Three, which is reflected in the budget

**Direct Benefits** – HSAO current rate for benefits is 33% of salaries which is reflected in the worksheet. While we have kept our benefit package competitive for our employees we have been creative and this has resulted in our benefit percentage to be stable and cost effective.

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**Indirect Salaries** – We are requesting funding for 20% of a supervisor salary. We believe in year one we will need 20% of the supervisor since the program is in a start-up phase. In Year Two we are requesting to still have 20% of the supervisor who will then help to expand the program. In Year Three we will be adding .5 Direct FTE so supervision will need to remain at 20%

**Administrative Support** – We are requesting funding for our administrative staff which would include fiscal, human resources and IT.

**Indirect Benefits** - HSAO current rate for benefits is 33% of salaries which is reflected in the worksheet. While we have kept our benefit package competitive for our employees we have been creative and this has resulted in our benefit percentage to be stable and cost effective.

**Staff Training** – HSAO is requesting \$1,000 for staff training for each year of the contract

**Office Space** – HSAO rent is based upon the rate of 300 sq. ft./employee/month or \$3,600 in year one and two and 5,400 in year three when we increase to 1.5 FTE

**Office Supplies** - We are requesting \$500/year for supplies for the SAP employees.

**Travel** – HSAO employees average approximately \$1,000/year in travel which is reflective of 1 FTE in both years one and two and \$1,500 in year three.

**Other** - We are requesting 500 per year for miscellaneous costs associated with this program.

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

Position/Title	Full Time Equivalent	Salary	Benefits/Fringe	Total Salary/Benefits
Sap Specialist	1.00	41,000	13,530	54,530
			-	-
			-	-
			-	-
			-	-
<b>Total Year One</b>				<b>54,530</b>
<hr/>				
SAP Specialist	1.00	42,230	14,358	56,588
			-	-
			-	-
			-	-
			-	-
<b>Total Year Two</b>				<b>56,588</b>
<hr/>				
Sap Specialist	1.50	43,497	14,789	87,429
			-	-
			-	-
			-	-
			-	-
<b>Total Year Three</b>				<b>87,429</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
Supervisor	Administrative Staff	0.2000	55,000	17,600	14,520
					-
					-
					-
					-
					-
					-
					-
					-
<b>Total Year One</b>					<b>14,520</b>
Supervisor	Administrative Staff	0.2000	56,650	19,261	15,182
					-
					-
					-
					-
					-
					-
					-
					-
<b>Total Year Two</b>					<b>15,182</b>
Supervisor	Administrative Staff	0.2000	58,350	19,255	15,521
					-
					-
					-
					-
					-
					-
					-
<b>Total Year Three</b>					<b>15,521</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 (Use detailed Indirect Admin Staff Roster as an input for this section)</b>			
Administrative Staff	11,000.00	11,330.00	11,669.90
Support Staff			
Employee Benefits	3,520.00	3,852.20	3,851.07
Staff Training			
<b>Total Personnel Expenses</b>	14,520.00	15,182.20	15,520.97
<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			
Depreciation			
Misc.			
<b>Total Indirect Administrative Expense:</b>	-	-	-
<b>Offsetting Revenues:</b>			
<b>Total Revenue :</b>	0	0	0
<b>Net Total</b>	\$ 14,520.00	\$ 15,182.20	\$ 15,520.97

## 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 Specialist	40,000.00	41,200.00	63,654.00
Employee Benefits	13,200.00	14,008.00	21,642.36
Staff Training	1,000.00	1,000.00	1,500.00
<b>Total Personnel Expenses</b>	<b>54,200.00</b>	<b>56,208.00</b>	<b>86,796.36</b>
<b>Office and Operational Expenses</b>			
Office Space - (Mortgage/Rent)	4,500.00	4,500.00	4,500.00
Maintenance			
Building Utilities			
Communication			
Office Supplies	500.00	500.00	500.00
Transportation/Travel	1,000.00	1,000.00	1,000.00
Vehicle Maintenance and Repair			
Postage and Shipping			
Printing and Publications			
Insurance			
Equipment and Furniture			
Association Dues/ Licensing Fees			
Model Fidelity/Consultation			
Recruitment/Advertising			
Other:	500.00	500.00	500.00
<b>Total Office and Operational Expenses</b>	<b>6,500.00</b>	<b>6,500.00</b>	<b>6,500.00</b>
<b>Offsetting Revenue</b>			
<b>Total Offsetting Revenue</b>	-	-	-
<b>Net Total:</b>	<b>60,700.00</b>	<b>62,708.00</b>	<b>93,296.36</b>
<b>Total Indirect Administrative Expenses</b>	<b>14,520.00</b>	<b>15,182.20</b>	<b>15,520.97</b>
<b>Grand Total:</b>	<b>\$ 75,220.00</b>	<b>\$ 77,890.20</b>	<b>\$ 108,817.33</b>

**Year One Enhanced Recruitment**

Please detail your plan for the use of \$42,560 Enhanced Recruitment Fund for the first year of operation.

OBJECTS OF EXPENSE	Projected Budget For One Year
Personnel Expenses (Add additional rows as needed to account for all direct staff titles)	
Employee Benefits	
Staff Training	
<b>Total Personnel Expenses</b>	-
<b>Office and 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	
Model Fidelity/Consultation	
Recruitment/Advertising	
Other:	
<b>Total Office and Operational Expenses</b>	-
<b>Offsetting Revenue</b>	
<b>Total Offsetting Revenue</b>	-
<b>Net Total:</b>	42,560.00
<b>Total Indirect Administrative Expenses</b>	14,520.00
<b>Grand Total:</b>	<b>\$ 57,080.00</b>