

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

**APPLICANT INFORMATION**

Applicant Name: Maximizing Adolescent Potentials (MAPS) at the University of Pittsburgh

Authorized Representative Name & Title: Carl I Fertman, Executive Director

Address: 157 Trees Hall; Pittsburgh, PA 15261

Telephone: 412-648-7196

Email: carl@pitt.edu

Website:

<http://www.education.pitt.edu/EducationalResources/CommunityAdvocates/MaximizingAdolescentPotentialsMAPS.aspx>

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

Date Incorporated: 1986

**REQUIRED CONTACTS**

	<b>Name</b>	<b>Phone</b>	<b>Email</b>
Chief Executive Officer	Carl I Fertman	412-648-7196	carl@pitt.edu
Contract Processing Contact	Judy Bowlus	412-648-7196	jbowlus@pitt.edu
Chief Information Officer	Jinx Walton	412-624-6114	jpw@pitt.edu
Chief Financial Officer	Mark Stofko	412-624-6039	mstofko@cfo.pitt.edu
Administrative Contact	Jennifer Ely	412-648-7196	jenniferely@pitt.edu

**BOARD INFORMATION**

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

- Lindsay Clare Matsumura
- Michael G. Gunzenhauser
- Anthony R. Petrosky
- Marianne Budziszewski
- Mary Margaret Kerr
- John Jakicic
- Suzanne Lane
- Kevin Crowley
- Jeff Suzik
- Rich Milner

Board Chairperson Name & Title: Lindsay Clare Matsumura

Board Chairperson Address: [REDACTED]

Board Chairperson Telephone: [REDACTED]

Board Chairperson Email: [REDACTED]

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**REFERENCES**

Provide the name and contact information (email and telephone number) of three references who can testify to your experience relative to this RFQ:

- connecting children and families to supports in the mental health and drug and alcohol systems
- working in partnership and collaborating with schools, other provider agencies and community organizations
- working with families and students

Include your relationship with each reference and the time frame of the relationship. *Please do not use employees of the Allegheny County Department of Human Services as references.*

Dr. Rebecca Cunningham [REDACTED] Dr. Cunningham is the Assistant Superintendent in Hampton Area School District. Prior to this, she was a principal at Fox Chapel High School. Upon her transfer, she reached out to MAPS to discuss having liaisons in her district because she identifies our program as a great value and model for schools

Mr. Jeff Longo [REDACTED]: Jeff is the SAP Coordinator at North Allegheny High School, chairperson for Northern Area SAP Coordination Team, and a member of PASAP Board of Directors. We have been working in his district for over 4 years and he can attest to our value and outstanding service.

Ms. Colleen Coudriet [REDACTED] Our relationship with Colleen expands over several organizations and she can speak about the model set forth by the Program Director of MAPS. We have worked closely over the years to meet the needs of children and their families with a proven track record of success. In her most recent position at Oliver City Wide Academy, she reached out to MAPS and coordinated a school-wide training in Youth Mental Health First Aid by the Program Director.

**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.

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**ATTACHMENTS**

In addition to this Response Form, please submit the following attachments with your Application. The forms can be found at <http://www.alleghenycounty.us/dhs/solicitations>.

- Copies of all mental health and drug and alcohol related-licensures for the past three years, including revoked and provisional licensures
- MWDBE Participation Statement and/or Waiver Statement
- Allegheny County Vendor Creation Form
- Audited financial reports for the last three years
- W-9

**CAPACITY AND PREFERENCE**

List the regional quadrants where you would like to provide SAP (see Appendix A for a list of schools by regional quadrant).

North Quadrant  
South Quadrant  
East Quadrant  
West Quadrant  
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).

Northern Quadrant:

1. Fox Chapel Area
2. North Allegheny
3. Hampton

South Quadrant

1. Brentwood Boro
2. Baldwin-Whitehall
3. Bethel Park

Eastern Quadrant:

1. Woodland Hills
2. McKeesport Area
3. Penn Hills

Western Quadrant:

1. Keystone Oaks
2. Moon Area
3. Cornell

Pittsburgh Public Schools

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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?).

Current Districts = Fox Chapel Area/North Allegheny/Hampton/Pittsburgh Public Schools  
SAP Liaisons = 5 current FT staff with SAP Certification

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

MAPS currently serves 4 school districts for SAP and would like to expand considerably to at least 7-10

**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.

The MAPS staff has over 70 combined years of experience in the mental health field. We have been working with schools since the beginning of SAP, collaborating and connecting children and families to services/supports. The credentials included among staff include 3 Licensed Professional Counselors, Masters in Applied Developmental Psychology, Masters in Education, and a pending Doctorate in Administrative & Policy Studies.

Our liaisons have vast experience in the child serving systems including foster care, service coordination, outpatient services, early education, juvenile justice, and residential treatment. The MAPS program has an excellent retention rate with employees remaining loyal to our program for over 25 years. Our involvement in the schools has deep roots and we maintain a reputation as a research-based model implementing evidence-based programming.

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.

Our program has been implementing a model program of blended services (1 liaison = MH & D&A trained) to children and families for the past 8 years. MAPS staff draw from the vast experience in the drug and alcohol prevention intervention field when working with children and families. Our services include identifying problems, referring to appropriate services, brief intervention including small groups, and awareness programming. Through our focus on staff development and training, we can provide schools with a liaison that has a solid foundation of understanding of mental health and drug and alcohol issues as well as the impact on children and their families.

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

The MAPS program has been committed to supporting and networking in the areas of prevention, intervention, treatment, aftercare, and on-going support services, to school-aged children and their families for over 30 years. Our work is a model program that has been conducted through in-school supports, professional development series, program evaluation, and collaboration with schools on program development.

Every year, we are asked to provide professional development to schools and community organizations in the areas of mental health and drug and alcohol issues because of our reputation as experts in the field. Our program has gained national attention through conference presentations highlighting the successes of our programming as well as awards of excellence through organizations such as the Jefferson Awards.

In 2014, Dr. Fertman co-authored a book with Myrna Delgado and Susan Tarasevich titled *Promoting Child and Adolescent Mental Health*. This text provides the reader with information on creating a mental health promoting school community through the development of teams, partnerships, and collaborations with school-aged children and their families.

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

**Service Delivery (50 points)**

5. Describe your plan for providing screenings within 30 days of the SAP Core Team's recommendation for screening. What obstacles do you foresee in completing screenings in a timely manner and how will you overcome them?

Currently, BH Liaisons attend a minimum of 2 core team meetings per month and obtain referrals for screenings during that time. If a student is available, a Liaison will remain in the building and begin the CANS at that time. If a student is unavailable, the Liaison returns in the next 1-2 weeks to meet with the student. Prior to making a recommendation, the Liaison will obtain additional information from the educators in the building, family members of the student, and any other pertinent parties in the student's life. Traditionally, this is completed within 1-2 weeks depending on student and family availability. The common obstacles we encounter when conducting screenings include lack of cooperation and absenteeism.

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

The services provided through our SAP program are family driven. This means families have a primary decision-making role in the services and interventions their child is involved in such as:

- choosing supports, services, and providers;
- setting goals;

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- designing and implementing programs;
- monitoring outcomes;
- determining the effectiveness of all efforts to promote the well-being of children and youth

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

The MAPS Program will continue to enter into Letters of Agreement with schools and community organizations to ensure continuity of care. Our agency is involved in several committees and boards within the communities that we serve and have solid relationships with providers of child and adolescent services. We have a representative attend the SAP Regional meetings in which they work to ensure they are up-to-date with trends in the schools and community. We will also continue to send a representative to scheduled SAP provider meetings as well as the annual PASAP conference for networking and connecting with providers.

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).

Once a CANS screening is completed, the Liaison will make an informed recommendation to the student and family member. Depending on the recommended level of service, the liaison provides the family information on providers within in their area as well as information on how to access services.

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?

The MAPS liaison is available as a resource and support to the student and their family during the time in which they are accessing services. At times, a liaison may need to touch base with the student during the waiting period to ensure no other issues or concerns have surfaced. In addition, systems navigation can be difficult for families, so the liaison can support and guide the family to ensure the child is accessing the correct level of treatment they have agreed to.

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

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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.

At the time of Trevor's referral to the SAP team, the assigned SAP case manager will begin collecting documentation and parent permission to move forward. The team will review Trevor's Student Information Forms, grades, attendance and disciplinary records. Once the student has completed the Student Checklist, members will brainstorm interventions and strategies at the team meeting, with a screening by the BH Liaison being a place to start. Using all of the information above, the SAP team may develop goals or a plan that include some or all of the following:  
Small Group or Individual Educational Group (to develop coping skills for issues such as grief/loss, anger management, etc) with Liaison or School Social Worker; Continued tutoring to support academic success and remain connected with Mr. Jones; Discuss connecting with military representative to get information on his interest in that area.

The Liaison will complete the CANS with Trevor and will contact mom via phone to obtain additional information. Once both Trevor and his mom have been reached, the liaison will make a recommendation for an appropriate school/community intervention and will follow-up with mom to ensure she is able to access services. The family may also benefit from service coordination to obtain financial and housing support. The liaison will inform the SAP team of the recommendation and parent/student willingness to participate and provide ongoing updates to the team as indicated.

#### 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

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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 accordance with the conflict resolution process, the first step would be to hold a meeting with Mr. Johnson, school leadership, and the MAPS leadership to gain more information and clarity. Through this meeting, it would be clarified that the liaison will attend 2 Core Team meetings per month to meet the minimum requirement for SAP liaisons. MAPS will review his schedule to evaluate whether his assignment is appropriate due to this outpatient role and determine if corrective action needs to occur. On some occasions, the relationship with the existing liaison can be remedied, but in this occasion, to preserve the agency/school relationship, assigning another liaison may need to occur.

If a resolution isn't reached during this time, DHS OBH Leadership would be called in to meet with the school leadership/representatives and MAPS leadership. We would request a meeting with Mr. Johnson and DHS to discuss actions that can be taken to remedy the issue and develop a plan for the school to have a consistent and timely liaison in their building in an effort to maintain the relationship with the school.

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

The MAPS Program has been involved with the Pennsylvania SAP since 1986 when it developed the Student Assistance Program Research Center. The Center was developed to provide leadership in the development and implementation of evidence-based SAP programs. Our involvement in SAP was to provide research and evaluation on the prevalence and performance of SAP across the United States. The services we provide through MAPS are a model program based on outcomes of the research and evaluation of proven effective programs.

The MAPS program provides a model service designed to assist school personnel in identifying barriers to student learning that may include ATOD and mental health issues. As representatives of the community behavioral health system, our professionally trained liaisons provide consultation to teams and families regarding the need for referral to community-based assessments as well as providing technical assistance on school-based interventions. The liaisons role is to build a collaborative relationship with the school staff, students and families to support this process and to help families navigate the system to ensure students obtain the help needed.

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

Our program administration has consistent contact with the schools we serve through routine visits, bi-annual progress reports, and satisfaction surveys. We collect information specific to each building regarding services we provide, impact of programming, and participant feedback and submit that to key leaders in the district for information and further use. The liaison and SAP team have an initial meeting at the beginning of each school year with the Program Director in attendance as indicated.

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

Each school we serve has the liaisons contact information as well as the Program Director and know



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they can contact us anytime to put a Postvention plan in place. Our role is to support the school crisis team by facilitating Postvention school-based crisis counseling. We have staff available 12 months out of the year and have coordinated efforts with schools during the summer months in the past. We have also positioned ourselves in community locations as indicated by the schools in which residents can visit for Postvention services (i.e. churches, Boys & Girls Clubs, etc.)

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

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

When a vacancy is available, our program posts the position on our website and shares the posting electronically with providers. In addition, we use social media outlets to market the availability to a broader community. Our preference is to hire at the master's level, but will consider bachelor's level candidates with experience as a SAP Liaison or in the behavioral health field.

In the time a vacancy exists, a SAP trained staff member will be assigned to the building until a new liaison is hired and trained. We collect resumes for 2-3 weeks and interview 2-3 weeks following the identification of qualified candidates and submit to HR for offer and start date.

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

In addition to the minimum qualifications for hire, a liaison must be SAP Core Team and CANS certified and be able to consult on all behavioral health issues (including mental health and drug & alcohol). Liaisons must also receive training new hire service coordination, confidentiality and addictions training. A liaison is required to behave professionally and with respect to the school staff, students and families at all times. The liaison will be expected to develop a trusting relationship with the school district and facilitate productive communication with school staff, parents, and outside providers.

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

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

All liaisons in our program keep track of the following information and enter into PBPS within the 2 week timeframe:

- Name and demographic information of student
- School building and district
- Service and service date
- Beginning and end time of service
- Group name

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In addition, liaisons keep sign-in sheets for groups and presentations for attendance purposes. Each student that is screened by a liaison has a copy of the CANS screening as well as a contact log to track follow-up meetings with the student (i.e. date/time, reason, recommendation, etc.)

As a program housed in a research university, we have the technology and resources to ensure data is consistently entered into PBPS within the county/DDAP guidelines. We also have alternative resources to support staff in entering data if their direct service work impacts with their ability to enter data.

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

Because we are housed in a research university, we have the capacity to implement ongoing quality assurance initiatives including program impact, participant satisfaction, school satisfaction, and presenter feedback. We collect the data using paper and pencil as well as electronically and analyze data for quality improvement.

#### **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.

MAPS is requesting funds to cover the costs of direct staff and oversight only and would cover any additional cost related to program operation through alternative resources. In the years that we have been a provider for Allegheny County, we have always only asked for funds to cover staff and have matched operating and supply costs through outside sources.

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

Position/Title	Full Time Equivalent	Salary	Benefits/Fringe	Total Salary/Benefits
BH Liaison	FTE	34,447	7,923	42,370
BH Liaison	FTE	34,447	7,923	42,370
BH Liaison	FTE	34,447	7,923	42,370
<b>Total Year One</b>				<b>127,109</b>
BH Liaison	FTE	34,791	8,698	43,489
BH Liaison	FTE	34,791	8,698	43,489
BH Liaison	FTE	34,791	8,698	43,489
<b>Total Year Two</b>				<b>130,466</b>
BH Liaison	FTE	35,129	8,782	43,911
BH Liaison	FTE	35,129	8,782	43,911
BH Liaison	FTE	35,129	8,782	43,911
<b>Total Year Three</b>				<b>131,734</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 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			
Support Staff			
Employee Benefits			
Staff Training			
<b>Total Personnel Expenses</b>	-	-	-
<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>	NA	NA	NA

## 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>	162,492	166,785	168,416
Employee Benefits			
Staff Training			
<b>Total Personnel Expenses</b>	<b>162,492.00</b>	<b>166,785.00</b>	<b>168,416.00</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>	<b>162,492.00</b>	<b>166,785.00</b>	<b>168,416.00</b>
<b>Total Indirect Administrative Expenses</b>	NA	NA	NA
<b>Grand Total:</b>	<b>\$ 162,492.00</b>	<b>\$ 166,785.00</b>	<b>\$ 168,416.00</b>