

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

**APPLICANT INFORMATION**

Applicant Name: Turtle Creek Valley MH/MR, INC

Authorized Representative Name & Title: Fran Sheedy Bost, Executive Director

Address: 723 Braddock Ave, Braddock, PA 15104

Telephone: 412 -351-0222

Email: fsheedy@tcv.net

Website: www.tcv.net

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

Date Incorporated: 1973

**REQUIRED CONTACTS**

	<b>Name</b>	<b>Phone</b>	<b>Email</b>
Chief Executive Officer	Fran Sheedy Bost	724-316-4450	fsheedy@tcv.net
Contract Processing Contact	Jodie Esper	412-351-0222	jesper@tcv.net
Chief Information Officer	Jodie Esper	412-351-0222	jesper@tcv.net
Chief Financial Officer	Jodie Esper	412-351-0222	jesper@tcv.net
Administrative Contact	Elizabeth DiCocco	412-351-0222	edicocco@tcv.net

**BOARD INFORMATION**

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

**See attachment**

Board Chairperson Name & Title: Martin Saunders, Chair

Board Chairperson Address: [REDACTED]

Board Chairperson Telephone: [REDACTED]

Board Chairperson Email: [REDACTED]

**REFERENCES**

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

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- 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.*

Lisa Lyons, Middle School Guidance Counselor at West Mifflin - 3 year relationship  
[REDACTED]

Christy Chicklo, School Psychologist at South Allegheny -10 year relationship  
[REDACTED]

Kellie Irwin-Woodland Hills School Social Worker -3 year relationship  
[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>.

- 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**

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

**East Quadrant, South Quadrant and Pittsburgh Public Schools**

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

**East: Propel, Steel Valley and East Allegheny**

**South: West Mifflin Area, Mt. Lebanon, South Allegheny**

**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 currently serve twenty-one schools within eight school districts. We employ nine SAP liaisons.**

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

**We currently serve eight school districts, but hope to serve ten.**

### **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.  
**Turtle Creek Valley MH/MR, INC., also known as TCV Community Services, has over 30 years' experience providing student assistance liaison services in Allegheny County. Our SAP/Prevention Manager, Jim Phillips, M.Ed. has over 10 years' SAP experience, a Masters in Counseling and certification in school counseling. Our team of nine SAP certified liaisons has established a strong network of professional relationships with local providers that are essential in connecting families to services. From our experience, it is not appropriate for every child to be funneled through to school based outpatient therapy. Yes, sometimes that is the most convenient; however it's not always enough to meet a child's needs. We have helped families work through barriers with managed care insurance, transportation, etc. that impact their access to mental health services. TCV SAP liaisons are highly involved in the SAP process and go the extra mile to research new types of services and supports. Our monthly SAP liaison team meetings and weekly supervision facilitate the sharing of referral information and keep the liaisons up-to-date with resources.**
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.  
Based on our 30 years' of experience, TCV has identified three key factors in connecting children and their families with drug and alcohol supports. First, we recognize that a student is often not ready

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to disclose drug and alcohol use when meeting with a liaison for the first time. It's imperative for the SAP Liaison to establish a working relationship with children along with their families to gain trust. Afterwards, children and families are more willing to disclose sensitive information which may lead to future drug and alcohol treatment. Second, we recognize that combating substance abuse includes linking children to additional supports and resources. We encourage students to surround themselves with positive peer and adult influences in the school and community. Involving a child in athletics or other extracurricular activities helps promote healthy relationships and coping strategies. Third, we are mindful of confidentiality regulations and we provide ongoing training on what liaisons can and cannot share with the parents and schools. Liaisons provide education to families including awareness of how to use Act 53 in Allegheny County. This is a legal option for the parent to court order their child into treatment, if necessary. Educating the parents on this process is very important because it supports and empowers them during a very difficult time. Our SAP liaisons are thorough in recommending the necessary components of intervention and treatment. When there are barriers, we are creative in finding alternative supports such as virtual AA, NA or Ala-teen meetings. Our comprehensive approach is crucial to student success.

3. Discuss your experience working in schools or with school-aged children and their families. Our experience has taught us that establishing trusting working relationships with school staff, especially principals and guidance counselors, is crucial to the entire SAP process. Currently TCV works in eight school districts within Allegheny County, working with children from kindergarten through twelfth grade. Jim Phillips, SAP/Prevention Manager has established great trust within our school buildings by providing SAP professionals who are well trained in both mental health and D&A services. When a student is referred to the SAP team, our liaisons are ready to provide the direct answers that schools and families need. Through our experience, it's best to stay in close contact with the school administration and families so they know we're here to help them and guide them through the behavioral health system. We're available for staff trainings such as SAP Refreshers, as well as other topics that arise during the school year to ensure the success of the program. From September 1, 2016 to December 1 2016, TCV completed 202 screenings for school-aged children. These students will be linked to appropriate services early enough in the school year to promote their personal and academic success. Also, during this time frame, TCV helped 3 charter schools develop SAP core teams for the first time in their schools. Within the first 9 weeks, these SAP teams were already making successful referrals and linkages.
4. Attach your organization's copies of all mental health and drug and alcohol related-licensures and certificates of compliance for the past three years, including revoked and provisional licensures.

TCV has active Mental Health Outpatient and Drug and Alcohol licenses both in good standing.

#### **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?  
SAP liaisons will complete every screening within one week of receiving the signed parent permission form. The benefit of having TCV as your SAP provider is that we employ nine SAP certified liaisons who are capable of providing team coverage as the need arises. Our plan will be to have one liaison assigned to each specific school building and SAP core team. In the event that a

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liaison would get multiple permission forms at one time, they will notify the supervisor when assistance is needed. The supervisor will assign another liaison to help with the screenings to meet the needs of students and families. When obstacles such as student absenteeism or scheduling conflicts arise, it will be the liaisons' responsibility to adjust their work schedules. The SAP supervisor will be available to help screenings in the event of staff illness or medical leave. TCV works through barriers with schools and families to ensure screenings are completed. When a student is suspended, our SAP liaisons work with principals to make special arrangements to complete those screenings. This type of collaboration is key to the success of the SAP process. For quality assurance, the SAP supervisor will review monthly screening data with each SAP liaison in supervision and provide coaching. The SAP supervisor will also visit each school to check in on the SAP liaison and observe their work performance.

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

Our first goal will be to contact the parent/family within one business day after the screening is conducted with their child. Parents will be engaged with personal phone calls with the liaisons' initial recommendations as well as ongoing follow ups. The liaison will offer their assistance by making referrals and providing whatever support is necessary for that family. Parents will be invited to attend face to face meetings at the school at their convenience. SAP liaisons will make at least four phone call attempts along with sending a parent letter with hard copies of pamphlets and resources. We recommend that schools schedule parent SAP meetings monthly. This type of collaborative approach gives the liaison another opportunity to connect with families. TCV liaisons are trained to use the word "support" when talking to a parent about services. Sometimes when you use the words mental health or drug and alcohol treatment it turns people off right away. When you say we want to support you and connect you with supports that seems to be more inviting to families. Another way we engage families is to be involved in school open houses, parent/teacher conferences, and other school activities that you know draw parents and families to the school. When parents see that you're involved in the school, they're more likely to trust your professional recommendation for their child. SAP liaisons provide postvention services after traumatic events that may adversely affect the school community. This is another opportunity for TCV to utilize its team approach and deploy as many SAP liaisons as necessary to support students, schools and families. Additional SAP activities include SAP groups which are offered throughout the school year and do not require an individual screening. SAP liaisons offer educational programs for teachers, students and families regarding mental health awareness and the SAP process. TCV will offer schools a list of available trainings and educational programs at the beginning of the school year so that school administration has time to plan events accordingly.

7. Describe your plan for ensuring that students and families are connected to the kinds of services and supports that will best meet their needs. How will you will collaborate with the existing network of human service providers in Allegheny County?

Our plan is to fully understand the child and family's unique needs first, then make pertinent referrals and provide ongoing follow-up. TCV SAP liaisons will conduct CANS screenings, and gather relevant information such as the child's behavior at home and school, academic record and social success. A liaison will collaborate with other providers by obtaining signed releases of information to open up the lines of communication. The SAP liaison will find out what services, if any, that student has tried in the past and how he or she responded. The liaison will work with other human service providers to share recommendations, provide progress updates and identify safety concerns.

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When there is a need for a mental health treatment referral, the liaison will refer a student to the least restrictive treatment service first and then follow the continuum of care. An example may be a referral to Family Based Mental Health Services for a child with serious mental health needs who did not respond well to previous trials of Behavioral Health Rehabilitation Services (BHRS). The SAP liaison will be available to both the family and the other providers to assist in ongoing support of the child's wellbeing. Ongoing support will include phone check-ins to make sure families are satisfied with services and to determine if they need help with different types of referrals. The SAP liaison will offer to hold meetings at the school as necessary to facilitate communication between the family, school and other providers. In some cases, the SAP liaison may refer a child for Service Coordination Services when there are complex mental health needs requiring multiple human service 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).  
Every family will be given a list of agencies that provide a recommended service or treatment so that consumer choice is honored and respected. The SAP liaison will make referrals to the provider of the family's choice and then follow up to make sure services have started. The SAP liaison will be responsible to educate the family on the levels of care and rationale for a specific recommendation. The SAP liaison respects that some parents prefer to do their own research whereas other families want a more hands-on approach to navigate the system. A liaison listens and understands families' specific concerns regarding accessing services and/or personal preferences that may influence a family's choice of providers. If a family is looking for a particular type of service, such as a specialty clinic or faith based therapy provider, the liaison will assist in locating those services. The liaison provides culturally competent and respectful services which supports families in making informed decisions for their child. When there are differences in treatment recommendations, the SAP liaison may help families seek a second opinion or evaluation for their child to clarify their options.
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 strategy for engaging families through the referral process and while receiving services entails ongoing professional communication. TCV provides SAP liaisons with agency cell phones and laptops. As fully equipped mobile staff, TCV SAP liaisons will be available to communicate with families and other providers without delays. They will verify that a provider has received their referral and release of information for ongoing communication. They will confirm the date and time of the initial appointment and then call the family with a reminder of the appointment. The SAP liaison will call the family within two weeks to confirm that the child has started services. The SAP liaison will remain available for additional support and resources throughout the school year. With the signed releases of information, the SAP liaison may reach out to the treatment provider to obtain updates on the child's progress. If there is a serious safety or behavioral concern, the SAP liaison may also reach out to the treatment provider to provide updates on the child's well-being at school.
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.

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Trevor is a 16-year-old male student attending school in a suburban school district. A teacher referred him to SAP because he refuses to complete school work and has frequent suspensions, rapidly declining grades, spotty school attendance and suspected marijuana use. Last year, Trevor was in a car accident that resulted in the death of his father. Trevor never speaks of the accident, but school staff have noticed a marked increase in his behaviors since this happened. The school guidance counselor scheduled several meetings with Trevor's mom regarding his grades and attendance. His mom has not consistently attended these meetings. At their last meeting, Trevor's mom signed an SAP consent form.

The SAP Core Team is familiar with Trevor and his family. Trevor's parents both attended the school district as children, and he has four older siblings who graduated from the school district. SAP Core Team members note that Trevor seems to hang out with the "wrong crowd" and most recently was suspended for fighting on the school bus. Trevor has a good relationship with his English teacher, Mr. Jones. Mr. Jones is not on the SAP Core Team nor is he familiar with the SAP process. Mr. Jones runs an afterschool tutoring program that Trevor has attended in the past. Trevor has expressed interest in joining the military after he graduates.

The home/school visitor (a member of the SAP Core Team) has visited Trevor's home many times, supplying the family with holiday food donations and periodically checking on Trevor when he is not at school. During the last visit, Trevor's mom reported that she lost her job and was struggling to pay her bills. Trevor's mom asked the district for resources for low-income housing and food assistance.

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

To begin, it's important to reference the SAP phases which are Referral, Team Planning, Intervention and Recommendation and Support and Follow-Up. The following would be the steps that we would take to get Trevor the help that he needs:

Referral: Trevor's teacher has already made the referral and Trevor's mother has signed a SAP consent form.

Team Planning: The SAP liaison would review the Teacher Checklist and attend the core team meeting to discuss academic and behavior concerns. The liaison would gather all necessary information from the school and complete the CANS SAP Screening with Trevor. During the screening the liaison would explore and validate Trevor's feelings and reassure him. It's important to understand what is going on for Trevor. Normalizing with him can be helpful because it's often difficult to discuss trauma and loss. The liaison would ask him how he's dealing with his life and everything that's happened. After all necessary information is gathered from the school and the screening; the liaison would reach out to Trevor's mother over the phone and offer to meet her in person. The liaison would acknowledge the loss of her husband and Trevor's father, offering condolences. Establishing a good rapport with her and offering your support can go a long way to her accepting the services for Trevor and herself. The liaison would also collect information from Trevor's mother. From information gathered the SAP liaison would expect to have information on at least the following concerns:

- Behavior – Frequent suspension
- Academic – Refuses to complete school work, declining grades, attendance
- D&A – Marijuana use

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- **Mental Health** – Trauma from car accident, possible PTSD, loss of his father

The SAP team would meet and develop a plan including interventions and recommendations to address all identified concerns.

**Interventions and Recommendations:** The SAP team would work together with Trevor and his mother to implement their plan. Interventions and recommendations would be implemented in a way that is not overwhelming to the family and the following interventions would be implemented based on what the family identifies as their greatest concerns. The SAP team and the liaison would support the family with the IEP process and/or obtaining other academic resources. The SAP liaison would discuss with the team ways that Trevor's teacher, Mr. Jones, could be involved to support him in school. The home and school visitor or social worker would be involved to help with an attendance plan. The SAP liaison would make sure the family is connected to appropriate medical providers so that Trevor could get a physical to rule out any physical issues that may have been caused by the car accident. The liaison would support the family with referrals for grief and loss support as well as mental health and drug and alcohol evaluations to identify or rule out concerns in these areas. Basic need interventions would include helping Trevor's mother get connected with local resources for concerns related to food and utility bills. Again, it's important that the family be in control of which interventions and recommendations are utilized and in what order.

**Support and Follow-Up:** A second face to face meeting with Trevor would be important so that he knows that the liaison is not just somebody he met once and would never see again. Meeting one on one with Trevor's mother is also important as meeting as a team can be overwhelming for parents. A parent letter would be sent home and a recommendation letter would be provided to the core team explaining what recommendations were offered. Other appropriate resources and contact numbers would be mailed home such as Caring Place brochures, a Resolve card, resources for basic needs, the Consumer Choice Form, D&A resources and the liaison's business card. The liaison would check in with the family within 2 weeks after any referrals are made to make sure they were connected to services. The liaison would also offer to meet with Trevor and his mother monthly for follow-up based on their higher level of needs.

#### 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.

The SAP manager would set up a face to face meeting with the principal and offer apologies for the dissatisfaction with services. He would ask if the school is willing to develop a plan to address the school's concerns and offer to replace the current SAP liaison with another staff member. The letter of agreement between the school and the agency would be reviewed by all parties involved. A new plan would be developed to address concerns and to create a new schedule that works for everyone.



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SAP manager would meet with the liaison to discuss his job description and performance expectations. The SAP liaison's job description would be revised so that there is no mixture of direct care (such as outpatient therapy) with any SAP liaison services. TCV has previously addressed this issue and stopped this practice several years ago. Full-time SAP liaisons' additional duties are limited to prevention type services only to avoid any conflict of interest.

The SAP manager would remain involved on a weekly basis with the school to regain trust and establish a better relationship. Close supervision in this building would be necessary until the supervisor feels confident that the new liaison is proficient in their new placement.

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.

Our vision for the SAP program's role in any school district is to be a valuable and dynamic resource to the entire school community. TCV will make sure that every staff member in the school understands the SAP process and all of the services that we can provide. This will assist in generating referrals, planning interventions and helping the SAP team function at a high level. Our vision is for a SAP liaison to serve as a concierge for school staff, students and families to provide mental health and substance abuse education, referrals, recommendations and support. The SAP liaison's relationship with the school community will reflect professionalism, accountability, customer service and leadership.

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

TCV will maintain a strong relationship with the schools we serve with a consistent and punctual presence at all school meetings and events. SAP liaisons will return phone calls and emails within one business day. The SAP manager will visit each school regularly and get to know school administration with face-to-face contacts. TCV will provide school administration with emergency contact information and offer support twelve months a year.

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

Our goal is to adhere to the Postvention Plans that are developed at the beginning of the school year by the Allegheny County Office of Behavioral Health as well as our letter of agreement with each district. The schools are all given copies of the Crisis Postvention Plans that list the chain of phone calls to be made in the event of a crisis. When a postvention is needed in a building, the SAP manager will work with the principals to understand their school's particular crisis and deploy staff accordingly. The SAP manager will contact the county so they can also put Resolve or the Center for Victims on standby in case they are needed in the schools.

During the summer months, we follow the same protocol. From experience, we have learned the importance of consistency with interventions. The biggest variable in the summer is having school staff present in the school building to allow us to utilize appropriate space for the postvention. If the school space is not available, we will work with the school and the county to determine another nearby location for postvention services. TCV has successfully run postvention services in local

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churches and community centers when schools buildings were closed. Our SAP liaisons are trained and prepared to provide postvention services at any time of the year.

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

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

The procedure for recruitment will include an agency-wide internal posting for all new SAP positions. Current employees and interns will have the first opportunity to apply for new positions. TCV will utilize its employee referral program to encourage employees to refer their colleagues to apply for newly posted jobs at our agency. Our current staffing includes nine SAP certified employees from diverse backgrounds. TCV has a long-standing history of retaining SAP certified staff with more than five years of employment. TCV retains staff by offering full-time jobs with full benefits. TCV employs at least 80% of its SAP staff as full-time with additional duties in the area of prevention. Casual staff is added when additional hours are needed either on a temporary or intermittent basis to fill vacancies. The SAP manager and the long-term SAP staff work together to train new staff and provide job shadowing experiences to help new liaisons get up and running quickly.

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

TCV is committed to hiring staff with at least one year of experience as a SAP Liaison or one year in the behavioral health field. SAP liaisons have a minimum of a bachelor's degree in counseling, education or a field related to mental health or addiction. TCV recruits staff members that reflect the diversity of the community in which they serve. TCV's core values and expectations for conduct include providing excellent customer service. In the school setting, TCV serves everyone as our customer including all students, parents/caregivers and school personnel. Providing excellent customer service includes prompt responses to emails and phone calls, punctuality, respectful communication and accountability.

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

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

TCV has a history of excellence in promptly and accurately reporting data as evidenced by our most recent county audit. SAP staff captures their daily SAP activities at each school (screenings, meetings, group, consultations, etc.) by entering their data into our Electronic Medical Record system (Qualifacts) and onto a weekly data sheet. The weekly data sheet was developed so that the manager of SAP could enter all data into the PBPS data system. Both Qualifacts and PBPS have the capability of printing reports to collect the necessary data. These systems capture data on a daily, weekly, monthly, quarterly, and yearly basis. The SAP Quarterly Report is due every January, April, July, and October of every year for the state of Pennsylvania. The quarterly report tracks numbers of screenings, SAP core team meetings attended, recommendations made, follow through with recommendations, and type of treatment. Liaisons have paper files for their data even though our data is continuously captured electronically. This way we have back-up data in case of a power failure or emergency computer outage. The SAP manager at TCV implements all data into the PBPS system to minimize mistakes and ensure that data is entered in a timely and accurate fashion. Additional staff will be trained in data entry to serve as back-up to the manager.

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

Satisfaction surveys are sent out twice a year to the schools to evaluate their liaison's work performance. These surveys are sent out in January (halfway through the school year), and in May (end of the school year). The reason behind two surveys is to address issues throughout the school year. Schools are encouraged to contact the SAP manager with any questions or concerns. The SAP manager is a member of TCV's Quality Improvement team which meets bi-monthly. Each department within our agency has an individualized Quality Improvement Plan that is continuously updated to meet the needs of our consumers and customers. Some of the data elements that we want to capture include the number of screenings and SAP referrals completed in any given school building. Are SAP meetings attended? Is the SAP Liaison providing input in meetings and discussing the various resource options that are out there? Are we adhering to the SAP Best Practice Guidelines and Letters of Agreement? These are some examples of data that we want to capture as a provider. The SAP manager will also attend school meetings throughout the school year in each building for quality assurance. High quality means being visible in the schools and being dependable.

**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.

See attachment

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.

See attachment

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

TCV's SAP budget reflects a long-standing program with low overhead and long-term staff. The annual costs of training are minimal due to the retention of SAP certified staff and program manager. Office space and rental costs are minimized by providing staff with mobile devices to work independently in schools. TCV currently serves eight school districts this fiscal year with current staffing. We could serve an equal amount of school districts next school year without having to invest in recruiting and/or training new staff.

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

Position/Title	Full Time Equivalent	Salary	Benefits/Fringe	Total Salary/Benefits
SAP Liaison	2.00	31,990	7,358	<b>78,695</b>
Manager Prevention/Intervention	0.30	52,500	12,075	<b>19,373</b>
			-	-
			-	-
			-	-
<b>Total Year One</b>				<b>98,068</b>
SAP Liaison	2.00	31,990	7,678	<b>79,335</b>
Manager Prevention/Intervention	0.30	52,500	12,600	<b>19,530</b>
			-	-
			-	-
			-	-
<b>Total Year Two</b>				<b>98,865</b>
SAP Liaison	2.00	32,950	8,237	<b>82,374</b>
Manager Prevention/Intervention	0.30	54,075	13,519	<b>20,278</b>
		-	-	-
		-	-	-
				-
<b>Total Year Three</b>				<b>102,652</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>				-
Michelle Wangler	Director Outpatient	0.05	71,400	16,422	<b>4,391</b>
Denise Guidish	Office Manager	0.02	38,875	8,941	<b>956</b>
Wade Riess	Accounting Manager	0.02	50,000	11,500	<b>1,230</b>
Brenda Gergely	Billing Clerk	0.05	29,300	6,739	<b>1,802</b>
					-
					-
					-
<b>Total Year One</b>					<b>8,379</b>
	<b>Administrative Staff</b>				-
Michelle Wangler	Director Outpatient	0.05	71,400	17,136	<b>4,427</b>
Denise Guidish	Office Manager	0.02	38,875	9,330	<b>964</b>
Wade Riess	Accounting Manager	0.02	50,000	12,000	<b>1,240</b>
Brenda Gergely	Billing Clerk	0.05	29,300	7,032	<b>1,817</b>
					-
					-
					-
<b>Total Year Two</b>					<b>8,448</b>
	<b>Administrative Staff</b>				-
Michelle Wangler	Director Outpatient	0.05	73,542	18,386	<b>4,596</b>
Denise Guidish	Office Manager	0.02	40,041	10,010	<b>1,001</b>
Wade Riess	Accounting Manager	0.02	51,500	12,875	<b>1,288</b>
Brenda Gergely	Billing Clerk	0.05	30,179	7,545	<b>1,886</b>
					-
					-
					-
<b>Total Year Three</b>					<b>8,771</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	6,452.00	6,452.00	6,578.00
Support Staff			
Employee Benefits	1,927.00	1,996.00	2,193.00
Staff Training			
<b>Total Personnel Expenses</b>	<b>8,379.00</b>	<b>8,448.00</b>	<b>8,771.00</b>
<b>Operational Expenses</b>			
Office Space - (Mortgage/Rent)	314.00	314.00	314.00
Maintenance	525.00	530.00	540.00
Building Utilities	462.00	480.00	500.00
Communication	500.00	525.00	550.00
Office Supplies	495.00	495.00	495.00
Transportation/Travel	189.00	189.00	189.00
Vehicle Maintenance and Repair	-	-	-
Postage and Shipping	200.00	200.00	200.00
Printing and Publications	123.00	100.00	100.00
Insurance	186.00	200.00	220.00
Equipment and Furniture	90.00	90.00	90.00
Association Dues/ Licensing Fees	22.00	25.00	30.00
Recruitment/Advertising	140.00	140.00	140.00
Auditing Expense	300.00	300.00	300.00
Other: Professional Fees	200.00	200.00	200.00
Depreciation	-	-	-
Misc.	-	-	-
<b>Total Indirect Administrative Expense:</b>	<b>3,746.00</b>	<b>3,788.00</b>	<b>3,868.00</b>
Offsetting Revenues:			
Total Revenue :	0	0	0
<b>Net Total</b>	<b>\$ 12,125.00</b>	<b>\$ 12,236.00</b>	<b>\$ 12,639.00</b>

## 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 Liaison (2)	63,980.00	63,980.00	65,900.00
Manager Prevention/Intervention (30%)	15,750.00	15,750.00	16,222.50
Employee Benefits	18,337.90	19,135.20	20,530.63
Staff Training	600.00	600.00	600.00
<b>Total Personnel Expenses</b>	<b>98,667.90</b>	<b>99,465.20</b>	<b>103,253.13</b>
<b>Office and Operational Expenses</b>			
Office Space - (Mortgage/Rent)	1,044.00	1,044.00	1,044.00
Maintenance	1,000.00	1,100.00	1,200.00
Building Utilities	2,580.00	2,650.00	2,725.00
Communication	5,400.00	5,500.00	5,600.00
Office Supplies	800.00	800.00	800.00
Transportation/Travel	1,200.00	1,200.00	1,200.00
Vehicle Maintenance and Repair	-	-	-
Postage and Shipping	100.00	100.00	100.00
Printing and Publications	500.00	500.00	250.00
Insurance	759.00	825.00	850.00
Equipment and Furniture	-		-
Association Dues/ Licensing Fees	-		-
Model Fidelity/Consultation	-		-
Recruitment/Advertising	1,200.00	600.00	600.00
Other:	-	-	-
<b>Total Office and Operational Expenses</b>	<b>14,583.00</b>	<b>14,319.00</b>	<b>14,369.00</b>
<b>Offsetting Revenue</b>			
<b>Total Offsetting Revenue</b>	-	-	-
<b>Net Total:</b>	<b>113,250.90</b>	<b>113,784.20</b>	<b>117,622.13</b>
<b>Total Indirect Administrative Expenses</b>	<b>12,125.00</b>	<b>12,236.00</b>	<b>12,639.00</b>
<b>Grand Total:</b>	<b>\$ 125,375.90</b>	<b>\$ 126,020.20</b>	<b>\$ 130,261.13</b>