RFQ Response Form
Student Assistance Program Providers

APPLICANT INFORMATION

Applicant Name: Wesley Spectrum

Authorized Representative Name & Title: Barb Saunders Program Director WS SBBH

Address: 221 Penn Avenue Wilkinsburg PA 15221

Telephone: 412-728-4870

Email: bsaunders@wesleyspectrum.org

Website: www.wesleyspectrum.org

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

Date Incorporated: 1965

REQUIRED CONTACTS

	Name	**Phone**	**Email**
Chief Executive Officer	Douglas W. Muetzel	412-997-4244	dmuetzel@wesleyspectrum.org
Contract Processing Contact	Emily Pietrzak	412-342-2288	epietrzak@wesleyspectrum.org
Chief Information Officer	Marc Consentino	412-342-2403	mconsentino@wesleyspectrum.org or Marc Louis Cosentino mcosentino@cosconsultingllc.com
Chief Financial Officer (Director of Finance)	Emily Pietrzak	412-342-2288	epietrzak@wesleyspectrum.org
Administrative Contact	Jo Anne Gubash	412-342-2300	jgubash@wesleyspectrum.org

BOARD INFORMATION

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

WESLEY SPECTRUM
221 Penn Avenue
Pittsburgh, PA 15221

OPERATING BOARD OF DIRECTORS
July 1, 2016-June 30, 2017

<u>NAME</u>	<u>BUSINESS AFFILIATION</u>	<u>LOCATION</u>	<u>TERM</u>
Chris Chaney	Financial Advisor Fort Pitt Capital Group	Mt. Lebanon	2/2019

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Benjamin Ciocco	VP and Director – Fiduciary Services Hawthorn	Churchill	1/2019
Len Corton	Financial Industry Arbitrator Consultant	Canonsburg	2/2018
Christopher Hoffman	Managing Director & Senior Counsel BNY Mellon	Pittsburgh	1/2019
Akshita Gandhi	Advisor PNC	Upper St. Clair	2/2019
Shanicka L. Kennedy, Esq. *Chairperson*	Assistant U.S. Attorney U.S. Attorney's Office for the Western District of PA	Stanton Heights	2/2017
Joshua C. Lewis, Esq. *Past Chairperson*	Attorney U. S. Court System	Mars	2/2017
Thomas J. Menk *Treasurer*	CPA/Shareholder BDO USA	Pittsburgh	2/2017
Scott G. O'Mara	CPA Consultant	McKees Rocks	2/2017
Richard M. Ubinger *Secretary*	Co-owner and CFO Acuity Finishing	Venetia	2/2017
Rich Zahren	Finance Retired - PPG Industries	Mt. Lebanon	2/2019
Douglas W. Muetzel	CEO Wesley Spectrum Services	Mars	N/A

Board Chairperson Name & Title: Shanicka L. Kennedy, Esq., Assistant U.S. Attorney

Board Chairperson Address: ███████████████████████

Board Chairperson Telephone: █████████

Board Chairperson Email: ████████████████

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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. Lillian Wright, Program Officer, Pittsburgh Public Schools ███████████████████████ 5 years

Dr. Hillary Mangis, School Psychologist Carlynton School District ███████ ████████████████████████ 5 years

Christy Chicko, School Psychologist South Allegheny School District ███████ ████████████████████ 8 years

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 = Attachment A
- MWDBE Participation Statement and/or Waiver Statement = Attachment B
- Allegheny County Vendor Creation Form = Already a contract – no need to fill out

- Audited financial reports for the last three years = <u>Attachment C</u>
- W-9 = <u>Attachment D</u>

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).
South, West 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).
South Allegheny, Brentwood Borough, Clairton, Moon, Carlynton, Montour, Perry, University Prep, Carrick

List your current SAP capacity, if any (e.g., how many school districts do you currently serve? How many SAP Liaisons do you currently employ?).
Wesley Spectrum currently does not provide SAP services, however we have SBBH services in 8 districts, 2 Charter Schools and 1 Private Academic School. We employ two supervisors who have received the SAP training.

List your ideal SAP capacity (e.g., I currently serve two school districts, but I hope to serve five).
The ideal SAP capacity would be 3-5 school districts.

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 <u>mental health</u> supports and connecting them to appropriate services based on your working knowledge of the mental health system in Allegheny County.

<u>Overview of WS Services</u>

Wesley Spectrum (WS) is a private, nonprofit service agency that provides a wide array of integrated autism, behavioral health, education, and family support services designed to meet the complex needs of at-risk children and families throughout Southwestern Pennsylvania. Our mission is to provide transformational support to children and families as they strive to become more independent, responsible, and caring members of the community. Our passion is to foster recovery by helping children, adolescents, individuals, and families build resiliency skills to cope with life adversities and challenges. WSS was created in 2006 through the successful merger of The Wesley Institute and Spectrum Family Network. We currently provide over 6,500 services annually to over 5,500 consumers

and are one of the largest service providers in our region. Our continuum of services includes the following:

•   Community and Site-based Outpatient Behavioral Health Services, which includes Family Based Mental Health and OP services focusing on mental health and drug and alcohol challenges. Specialty outpatient sites offer co-located treatment services in schools and pediatric offices.

•   School-Based Behavioral Health Services offered under various funding streams that include district funds, outpatient and CSBBH Team Models. In addition to student support, SBBH offers training, consultation, and SWPBS facilitation.

•   Two school programs licensed as private academic and approved Private School serve students at risk for school failure who have struggled in their public school. Our academic programs are combined with Acute and School Based Partial Hospitalization programs, Outpatient Mental Health as well as connection to other levels of care provided within Wesley Spectrum or offered via other mental health providers.

•   In-Home Family Preservation and Reunification Services to dependent and delinquent youth

•   Wesley Spectrum Placement Services, which offers foster care, treatment foster care and adoption services in Allegheny, Washington and Westmoreland counties.

•   Autism Services, with a twenty-year history of providing quality programs to meet the needs of children, adolescents and young adults with Autism Spectrum Disorder (ASD) or related disorders. WSS offers programming through Wonder Kids, Creative Arts, BHRS and OP.

•   Our Centralized Admissions Department and Resource Center facilitates and coordinates the integration of services across our service array for each individual and family served.   The Centralized Admissions Department manages all the pre-screening, determination of eligibility, and scheduling for all referrals to our behavioral health programs. In collaboration with our Resource Center, Centralized Admissions works to ensure that everyone we serve has access to all our services and expertise.   When our services are not indicated, they provide valuable information about external resources and help to make a warm hand off to those external resources.

Experience collaborating with systems:

At Wesley Spectrum, we believe that partnerships are essential to our success and the success of those we serve. We have over 50 years of experience as a service provider in Allegheny County and have developed positive relationships at all personnel levels within the Department of Human Services, Juvenile Probation and Family Court. Our longstanding contracts for in-home, office-based, and other specialized services reflect our ability to collaborate across multiple systems. We have long welcomed opportunities to collaborate with the Allegheny County Office of Behavioral   Health and Community Care Behavioral Health Organization.   Wesley Spectrum participated in the development of Standards of Practice for school-based partial, acute partial and BHRS during the initiation of HealthChoices.   We

have invested in Allegheny County's efforts to move toward collaborative and integrated health care systems considering models that effectively provide integration between behavioral health and physical health. Wesley Spectrum has been a member of the Steering committee led by AHCI and CAP to provide education to providers and problem solve barriers to integration within our current health care systems. Our BHRS leadership team contributed to Allegheny County's development   of a training protocol to enable Behavior Specialists to meet licensing requirements by May 2013.   Wesley Spectrum staff have participated, in collaboration with Allegheny County Office of Behavioral Health Children's Division, Allegheny HealthChoices, Inc., Community   Care Behavioral Health, and Conference of Allegheny County Providers to develop and execute a multi-year plan to transform the Allegheny County child serving system into a Trauma Informed Care system.   Wesley Spectrum is deeply rooted in the Education System.   We have joined with cross-system stakeholders   at the State and County levels to support initiatives to better integrate mental health and education services.   We have chaired county SBBH provider groups and statewide SBBH stakeholder groups focused on the benefits of integration of the Behavioral Health and Education systems.

2. Describe your experience identifying children and families in need of <u>drug and alcohol</u> supports and connecting them to appropriate services based on your working knowledge of the drug and alcohol system in Allegheny County.

Wesley Spectrum has operated a Drug and Alcohol Clinic in both Allegheny County and Washington County for over 15 years. Within Allegheny County we have a Prevention and Intervention program funded through an ALDA Grant where we utilize Reaching for the Stars, an Evidence Based curriculum that focuses on decision making, peer refusal, how drugs affect the body and the importance of family. We have utilized this curriculum with teens in both Pittsburgh Public Schools and our own WS schools.

 In Washington County we have been a member of the County's Drug and Alcohol SAP Team for over 10 years. We currently are the D&A Provider in the following three districts in that county: Chartiers-Houston, Trinity, and Washington.

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

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

Over the past 50 years, Wesley Spectrum has served students and their families from approximately 52 school districts in Southwestern Pennsylvania within their school programs. Wesley Spectrum's reputation has been built upon its success and excellence in integrating education and mental health services for its students and families. For the past ten years, Wesley Spectrum School Based Behavioral

Health Services has taken the same approach, integrating mental health supports into the school day, into local school districts. At the request of school personnel, mental health therapists are working along all three tiers of the PBIS triangle. The therapist's role ranges from supporting students identified as the most critically in need and at risk for placement to educating staff about building positive strategies for all students.   In each school district, and often in each school within a district, services are tailored to meet the unique and individual   needs of the students, families, and school personnel.   A team approach, ongoing collaboration and discussion help to define roles, goals, and plans of action.

Partnering with 8 school districts, Wesley Spectrum School Based Behavioral Health Services provides a variety of options to develop a model of therapeutic support to best serve the needs of students under various funding streams. Key components incorporated into the Wesley Spectrum SBBH model include integration with the school, partnership with families, ongoing review of student progress and service impact, and linking students and families with natural and community supports. Our research has indicated that when the key model components are followed, students achieve success.

The current funding models include school based outpatient, district contract, blended outpatient and contract models, PBIS Facilitation, and CSBBH Teams.

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.

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?

Wesley Spectrum will utilize full time, salaried employees who work the school schedule. The therapist will help to ensure that the school staff maintain regular SAP meetings with a consistent process for reviewing student needs. When it is deemed that least restrictive options have been exhausted or are not viable, a screening will be offered. SAP Liaisons will reach out to caregivers to offer a screening that will help to identify areas of concern and potential options for support. Liaisons will ensure confidentiality and obtain informed consent.

Full time staff will be available to ensure that screenings occur as soon as consent is obtained. Family involvement will be secured to ensure that the needs of children and teens will be met as quickly as possible.

A primary obstacle that occurs is the ability to obtain a return phone call or consent from the caregiver. Families may feel targeted by the school and/or have limited time and resources which impact their accessibility. The SAP Liaison should be kind, caring, child focused as well as persistent in engaging a response from caregivers. The liaison must build trust by sharing that the information obtained from the assessment is not only confidential but also intended to uncover additional support that can be accessed to help their child be more successful.

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

Wesley Spectrum provides training to staff on Motivational Interviewing and Cultural Diversity. We recognize that family involvement is essential and all efforts are made to engage and empower families while maintaining their confidentiality and respecting the needs of the student. The focus of engagement is based on recognizing the family as the expert about their child and providing them the opportunity to drive decisions. Shifting the focus to present needs removes blame and inspires resilience.

Wesley Spectrum staff are also provided training on Trauma Informed Care. The SAP Liaison will recognize the impact of trauma and loss on a family and that students and families adapt their functioning to minimize further assaults. The liaison will work to understand perspectives and translate understanding into positive and productive action. The liaison can foster access to community resources and natural supports that will best meet their given situation.

Family voice and choice is imperative for successful outcomes for children.   Families will have choice when offering screening, assessment and/or group therapy prevention activities as well as what information is shared school employees and other providers regarding their child. Sharing assessment outcomes and response to interventions offered by the liaison with families will occur in a joining manner.   The liaison must recognize the family culture and provide a balance of learning, teaching and partnering to engage families in voluntary services for their child or teenager.

An annual satisfaction survey will be offered to families to assess engagement and outcomes of the service. Data will be analyzed with the SAP Team to identify areas of improvement to best meet customer needs.

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?

    Wesley Spectrum has been members of the network of Allegheny County human services providers for over 50 years. Wesley Spectrum recognizes that family voice and choice is essential to getting the best care for young people with mental health challenges. We recognize that family choice is based on preference of provider, type of service and access. Every caregiver will be offered levels of care that best match their needs and a list of community agencies as well as support while connecting to the chosen agency. Liaisons will need to collaborate with service providers to understand any barriers to service access. Liaisons will be provided regular training on available services and can also access Wesley Spectrum's Resource Center. Our Resource Center maintains a library of services located in each area of Southwestern PA.

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).

Families will be given a list of options that outlines specific information including eligibility criteria, wait time, and steps in the process to enroll and begin treatment. The SAP Liaison can support families by explaining how to access medical assistance when appropriate, services that can be covered through commercial insurance carriers, and identifying transportation options. The SAP Liaison will share with the family the nuances of the levels of care that may fit their needs to ensure that caregivers are well informed regarding participation requirements, location, intensity, and duration of the program. Once a level of care is chosen, the Liaison will offer 2-3 providers who can provide the service.

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? Families and natural supports are key partners in supporting and fostering success in school and in life. Students are best understood and helped in the context of the nuclear family, extended family and community in which they live. A family centered care approach is essential in understanding and providing success in the family system. Family involvement throughout the referral and connection to treatment s is essential and encouraged. Family engagement begins at referral and throughout the assessment. Staff is available for screening and assessments as the family schedule permits. Assessments occur where the family is comfortable, either at school or in the home and a warm hand-off from the referral source increases child and family comfort during the intake process. All efforts are made to include families during process while maintaining the confidentiality and respecting the needs of the student. The family is the expert about their child. A family centered philosophy is not restricted to the nuclear extended family. It involves seeking supports and strengths in the larger community, which may impact and support the family. The school environment is the central component to the lives of school-aged consumers. Family members shall be invited to partner with school personnel and the team to problem-solve systemic issues in the school and community and to guide the path of this program and use child strengths to increase motivation and performance in school. If requested, our staff can attend IEP meetings, parent-teacher conferences and activities such as Open Houses to help bridge any communication gaps between the caregiver and the school. The SAP Liaisons working with students and families receive training and consultation in Systemic and Structural Strategic Family Therapy. The staff member values the engagement of families with the school district personnel and works to facilitate building relationships between parents and educators. The focus of engagement is based on recognizing the family as the expert about the child and on providing the opportunity to lead the team in decision-making. Shifting the focus to the present removes blame and can inspire resilience. We seek to involve families from the beginning of services, supporting their innate strengths and natural supports throughout services.

10. Please describe in detail, referencing all phases of the SAP process, how you would proceed with the following referral from the SAP Core Team. Include possible referral recommendations and your strategy for communication with parents and the school.

    Trevor is a 16-year-old male student attending school in a suburban school district. A teacher referred him to SAP because he refuses to complete school work and has frequent suspensions, rapidly declining grades, spotty school attendance and suspected marijuana use. Last year, Trevor

was in a car accident that resulted in the death of his father. Trevor never speaks of the accident, but school staff have noticed a marked increase in his behaviors since this happened. The school guidance counselor scheduled several meetings with Trevor's mom regarding his grades and attendance. His mom has not consistently attended these meetings. At their last meeting, Trevor's mom signed an SAP consent form.

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

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

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

The following would be our plan for how to support Trevor upon his return from suspension: Contact Trevor's parent and schedule a meeting to discuss her concerns and what services could support the needs of her and her family. Consent would be obtained to conduct a screening with Trevor. Assign a case manager at the SAP level. Due to the relationship the school social worker already has developed with this family, she would be a likely candidate as the case manager. A follow up discussion to review the outcomes of the screening and outline possible supports for Trevor and his family. These could include (but are not limited to) service coordination, grief support services (I.e. The Caring Place), community center activities, food bank, Family Based Mental Health Services, Outpatient services and housing supports. Follow-up in writing with family about potential services. Engage the family regarding options explaining the levels of care and type of participation needed and the location of where the services are offered.
Discuss school level interventions for Trevor: Ask Trevor about his short and long term goals. Discuss how school success matches with Trevor's aspirations. Assigning a mentor for check in and check out by engaging Trevor in a discussion of who best can support him at school (Trevor's English Teacher may be a likely candidate given their positive relationship). Engage Trevor and his English Teacher regarding a discussion about afterschool tutoring or community based tutoring. Explore mentoring program in the community. Share the recommendations and decisions with the SAP team Ongoing follow up with the school social worker to continue to work with the parent to get her linked to these services. The school social worker can also link with the Service Coordinator (if agreed upon by the family) to share what has been provided to the family in the past. Follow up with parent within 30 days and follow up with Trevor if needed. Trevor should be discussed in monthly SAP meetings with dates and persons responsible reviewed to ensure that continued support and challenges are discussed and that any additional needs are addressed.

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.
As the current SAP provider, the WS Director would work collaboratively with DHS and district personnel (principal) to problem solve regarding the concerns. First, the Supervisor would gather information and then review the letter of agreement with the principal. The letter of agreement should outline the details of the district responsibilities as well as the duties, timeframes, and confidential space allocated for the SAP Liaison to complete his/her responsibilities. It will also outline specific expectations for the liaison. The supervisor would explore solutions to get screenings completed.

Next, The Supervisor would address the school personnel's concerns about the SAP liaison with the liaison directly. The Supervisor will also gather input from the WS Outpatient Supervisor to address issues with outpatient scheduling and the impact on the SAP duties. The supervisor will request a joint meeting with the liaison and the principal if it appears to that the matter can be resolved constructively. If the concerns about the liaison's availability cannot be remedied and a change of SAP liaison is indicated, WS would assign a new SAP Liaison with as little disruption a possible to the school personnel and students. The WS Director and Supervisor would schedule regular meetings with the school and DHS to ensure a smooth flow of services.

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.
    Wesley Spectrum has been providing School Based Behavioral Health Services within Allegheny County for over ten years. On an annual basis, Wesley Spectrum has collected outcomes to determine effectiveness of the service, satisfaction rates of the families and schools, as well as data trends to help us to implement various strategies within our services and interventions. Wesley Spectrum has provided a continuum of trainings to districts in Allegheny County in order to provide a shared language and intervention with the students and families we serve.   The SAP Liaison needs to understand and know how to navigate school culture. The liaison should serve as a bridge between the school and the family/student.   Wesley Spectrum has a strong commitment to providing ongoing services and supports along the three tiers of PBIS.   For Universal Prevention, the SAP Liaison will recognize a school's training needs and connect them with Professional Development opportunities that can increase educators' understanding of trauma, mental health and drug and alcohol and the impact on the student's ability to learn. Tier 2 services can be strengthened by assisting the school with having educators implement Check In and Check Out, Check In and Connect and group counseling directed toward a designated need within a population of students. Lastly, identification and access to Tier 3 service should be seamless. The SAP Liaison must help both the family and the school to navigate cultural differences between education and

mental health. Putting student needs as the center of decision making and using data to inform decision making will aide in collaborative problem solving.   Essentially the Liaison will help to guide all parties towards least restrictive options that can be offered by a health provider and/or the school.

13. Describe how your organization will maintain a strong relationship with the school you serve and be responsive to its needs.
Wesley Spectrum has worked to develop strong relationships with the school districts for 50 years. Based on successful relationships and quality services, we have continued to expand our partnerships with schools. Clinical supervisors maintain positive and collaborative relationships in schools by attending core team meetings, arranging meetings with school districts at the start of the school year to address any questions, concerns, or help improve any processes. Quarterly reviews will be offered to assess number of core team meetings, number of assessments and number of families who have successfully accessed services.   The liaison and their supervisor will be available to school districts by phone and email daily. The supervisor will provide formal as well and informal professional development and individual observations and case consultations. Positive relationships with the core team and other educators will be essential to the overall success of the program. An annual satisfaction survey will be completed on a yearly basis to help ensure the quality of the work we are providing as well as to look at data trends to continuously improve the quality of service.

14. Describe your plan for providing Postvention services. How would you respond if a school district requested a Postvention in the summer months?
A crisis can occur at any time and our organization is well versed in taking action to support those that are impacted. A team of well-trained clinicians can will be available to provide counseling to cope with a sudden loss or traumatic experience. Wesley Spectrum offers an array of services with over 500 employees. Supervisors, directors and many other staff work 12 months of the year. A liaison who works 10 months can be offered additional pay to extend their time when needed. These staff can be made available to offer a school in the event of a crisis. In addition, as a member of the Senior Leadership Team, the Director can request resources from any part of the agency. Wesley Spectrum is a committed community provider with many skilled employees who can be available to extend to a school in need.

Staffing (10 points)

15. Describe your plan for recruiting and retaining quality staff, including your plan for filling staff vacancies in a timely way.
Wesley Spectrum houses a Human Resources Department that is committed to ongoing recruitment and hiring of talented staff. Recently, a new recruiter was added to this team. Wesley Spectrum is offering regular job fairs and will soon be implementing designated days each month to bring in qualified staff to be interviewed for clinical school positions.

Our organization will identify 1-2 internal candidates who have both clinical and school experience and are interested in working as a SAP Liaison. We anticipate utilizing master's prepared clinicians with at least 3 years of experience in the human services field. The candidates, along with a supervisor, will be sent to the SAP Core Team training and other required trainings prior to March 1, 2017.

In the event of a vacancy, the supervisor or the additional trained therapist can be available to step in.

16. Describe your expectations for SAP staff qualifications and conduct.
Within the WS SBBH program, we seek staff who have a strong clinical background as well as experience working in schools. Supervision and training are key components to foster learning and growth. Trainings provided include Trauma Informed Care and Strategies for Self Care, Motivational Interviewing, Structural Family Therapy, The Special Education Process, HIPAA, Crisis Prevention and Intervention, Cognitive Behavioral Therapy and Mandated Reporting Protocol.   Candidates interested in working as a SAP Liaison will have the experience and training outlined and will attend all required SAP Training prior to March 1.

SAP Liaisons should be well-versed in best practices for SAP and adhere to the fidelity of the model. Liaisons must engage with students and families to always insure informed consent for screenings or assessments. The employee must serve as a member of the core team and model professional behavior and communication styles for the group. SAP Liaisons are invited guests into the school and should act accordingly. Problems or concerns with the core team functioning must be reported to the supervisor so that they can be addressed ongoing.

Data Collection and Delivery (10 points)

17. Describe your plan for tracking, entering and reporting data in a timely way.
Wesley Spectrum employees are required to utilize the scheduler component of our EMR. This allows the staff and the supervisor to track time, location and type of service offered. Employees also build in time for documentation and data collection within their schedule. Supervisors can review the schedule as well as reports to ensure that employees have adhered to all aspects of their job. Documentation and data are required to be submitted no later than 5 days following the service.   Wesley Spectrum will anticipate that SAP Liaisons complete all CIPS data entry within these same guidelines. SAP Liaisons will collect sign-in sheets, call logs, and screening information and maintained in a confidential Wesley Spectrum location. Supervisors can review paper documents and also ensure that data entry for PBPS and JQSR is submitted in a timely fashion.

18. Describe your plan for quality assurance, including which data elements you will look at to determine quality.
Wesley Spectrum utilizes Credible EMR and reviews multiple data points using dashboard software called Credible Business Intelligence (BI). Credible BI allows for real-time monitoring of various quality and cost indicators in several different formats (e.g. by staff, by location, by program). Areas that can be tracked through our Business Intelligence software include number of assessments, date of assessments, time between SAP referral and assessment and a breakdown of the type of services the SAP Liaison has offered. The data can be reviewed with the employee and with the school district to assess program effectiveness.

In addition, The WS Quality Department prepares a formal data presentation for Quality Circles, meetings that are designed to share data with therapists and front-line supervisors and solicit their

feedback on quality improvement activities and the meaning of various data points. The same data is reviewed at each Quality Circle to help Quality Department Staff to determine if improvements that are implemented are changing the measures. Program data is broken into four categories: that measures who we serve, if we're cost-effective, if we do what we say we do (fidelity), and if clients get better. A summary of key points from this meeting is shared with senior leaders through a bi-annual meeting called the Quality Council. Data from the SAP program will be incorporated into Quality Circle and Quality Council Reviews ensuring oversight at all levels.

Annual family and school satisfaction surveys will be implemented.   Areas to target include customer service from the Liaison (engagement and responsiveness), successfully connecting with the services, and student improvement at school.

Educators participating in professional development opportunities will be asked to rate their satisfaction with trainings offered. Students participating in co-lead prevention groups will be offered a pre and post-test to measure learning. Results from each of these sources will be collated and reported to the school to measure the effectiveness of what was offered.

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.
    <u>Attachment C</u>

20. Provide a budget (using the budget template available at
    www.alleghenycounty.us/dhs/solicitations) that reflects a realistic estimate of the direct and indirect costs associated with implementing SAP.

    <u>Attachment E</u>

21. Provide a budget narrative below that clearly justifies costs outlined in the budget.
    The budget consists of 1 FTE who can work across multiple districts and also a portion of a supervisor and director to support in development and oversight of the service. Years 2 and 3 reflect a decrease in supervisor and director time as the service becomes more familiar.   The budget also indicates an increase in salaries over the three years to reflect our annual 2% merit-based compensation plan.   Similarly, benefits for both direct and indirect staff increase from 23% in year 1 to 25% in years 2 and 3 based upon expected trends. Direct expenses for year 1 include a laptop and phone so the liaison can have access to data systems, school employees, families and their supervisor at any location. Employees will be reimbursed mileage for their travel in between sites. Lastly, included in the budget is a detailed account of Wesley Spectrum's indirect administration and their costs. Consistent with WS' accounting procedures, the SAP program would be assigned a percentage of the indirect administrative expenses by using an allocation method based upon the program's share of its direct expenses to the total direct expenses for all programs of the agency. The amount of the total indirect administrative expenses that are allocated to other

WS programs is shown in the offsetting revenue section of the budget worksheet so the result reflects only the SAP program's share of indirect administrative expenses.

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

Position/Title	Full Time Equivalent	Salary	Benefits/Fringe	Total Salary/Benefits
Therapist II-Master (10 Months)	1.00	35,000	8,050	**43,050**
Director	0.05	89,754	20,643	**5,520**
Supervisor	0.34	63,600	14,628	**26,598**
			-	-
				-
Total Year One				**75,167**
Therapist II-Master (10 Months)	1.00	35,700	8,925	**44,625**
Director	0.01	89,754	22,439	**1,122**
Supervisor	0.17	64,872	16,218	**13,785**
			-	-
				-
Total Year Two				**59,532**
Therapist II-Master (10 Months)	1.00	36,771	9,193	**45,964**
Director	0.01	92,447	23,112	**1,156**
Supervisor	0.17	66,818	16,705	**14,199**
		-	-	-
				-
Total Year Three				**61,318**

*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 Direct Administrative Expenses

OBJECTS OF EXPENSE	Year 1 FY 17/18	Year 2 FY 18/19	Year 3 FY 19/20
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)			
Salaries and Benefits from worksheet	75,167	59,532	61,318
Employee Benefits			
Staff Training	500	550	605
Total Personnel Expenses	75,667	60,082	61,923
Office and Operational Expenses			
Office Space - (Mortgage/Rent)			
Maintenance			
Building Utilities			
Communication	780	835	893
Office Supplies	50	60	70
Transportation/Travel	1,000	1,070	1,145
Vehicle Maintenance and Repair			
Postage and Shipping			
Printing and Publications	50	75	100
Insurance			
Equipment and Furniture	1,700	-	200
Association Dues/ Licensing Fees			
Model Fidelity/Consultation			
Recruitment/Advertising	200	-	-
Other:			
Total Office and Operational Expenses	3,780	2,040	2,408
Offsetting Revenue			
Total Offsetting Revenue	-	-	-
Net Total:	79,447	62,122	64,331
Total Indirect Administrative Expenses	21,789	18,080	18,568
Grand Total:	$ 101,237	$ 80,202	$ 82,900

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

Department Description	Job Title	FTE	Salary	Benefits/Fringe	Total Salary
Executive	Administrative Assistant - Executive	1.00	50,137	11,532	61,669
Executive	Chief Executive Officer	1.00	187,802	43,194	230,996
Executive	Chief Administrative Officer - PT	1.00	74,909	17,229	92,138
Executive	Chief Program Officer	1.00	126,975	29,204	156,179
Finance	Supervisor - Accounts Receivable	1.00	50,725	11,667	62,391
Finance	Payroll Administrator	1.00	43,508	10,007	53,514
Finance	Director of Finance	1.00	112,488	25,872	138,361
Finance	Supervisor - Accounts Receivable	1.00	49,413	11,365	60,777
Finance	Financial Business Analyst II	1.00	67,626	15,554	83,180
Finance	Billing and Collections Associate	1.00	38,801	8,924	47,725
Finance	Accountant II	1.00	42,326	9,735	52,061
Finance	Accountant III	1.00	57,193	13,154	70,348
Finance	Accounting Specialist	1.00	37,394	8,601	45,995
Finance	Assistant Director of Billing & Revenue	1.00	71,420	16,427	87,847
Human Resource	Director - Human Resources	1.00	93,636	21,536	115,172
Human Resource	Human Resources Manager I	1.00	57,249	13,167	70,416
Human Resource	Human Resources Manager I	1.00	56,253	12,938	69,191
Human Resource	Human Resources Manager II	1.00	69,191	15,914	85,105
Human Resource	Human Resources Manager II	1.00	54,060	12,434	66,494
Human Resource	HR Coordinator	1.00	29,935	6,885	36,820
Human Resource	HRIS Analyst	1.00	61,156	14,066	75,221
Information Technology	Systems Administrator	1.00	65,545	15,075	80,621
Information Technology	Application Developer	1.00	73,115	16,816	89,932
Information Technology	Customer Technical Support Associate	1.00	39,342	9,049	48,391
Information Technology	IT Specialist/Programmer	1.00	39,988	9,197	49,185
Information Technology	SQL Developer	1.00	80,170	18,439	98,609
Information Technology	Customer Technical Support Associate	1.00	34,322	7,894	42,216
Penn Front Desk	Administrative Asst/Receptionist - Operations	1.00	24,280	5,585	29,865
Program Admin	Manager - Resource Support Center	1.00	66,492	15,293	81,785
Program Admin	Executive Assistant	1.00	35,750	8,222	43,972
Public Relations	Director - Public Policy and Strategy	1.00	76,500	17,595	94,095
Quality	Director - Quality/Quality Officer/Compliance Officer	1.00	95,338	21,928	117,265
Quality	Quality Analyst	1.00	47,763	10,985	58,748
Quality	Quality Coordinator	1.00	55,766	12,826	68,592
Quality	Quality Clinical Consultant	1.00	43,510	10,007	53,517
Quality	Manager - Performance and Quality Improvement	1.00	65,073	14,967	80,040
	Total Year One (FY 17/18)		**2,275,149**	**523,284**	**2,798,433**
Executive	Administrative Assistant - Executive	1.00	51,140	12,785	63,925
Executive	Chief Executive Officer	1.00	191,558	47,890	239,448
Executive	Chief Administrative Officer - PT	1.00	76,407	19,102	95,509
Executive	Chief Program Officer	1.00	129,515	32,379	161,893
Finance	Supervisor - Accounts Receivable	1.00	51,739	12,935	64,674
Finance	Payroll Administrator	1.00	44,378	11,094	55,472
Finance	Director of Finance	1.00	114,738	28,685	143,423
Finance	Supervisor - Accounts Receivable	1.00	50,401	12,600	63,001
Finance	Financial Business Analyst II	1.00	68,979	17,245	86,223
Finance	Billing and Collections Associate	1.00	39,577	9,894	49,471
Finance	Accountant II	1.00	43,173	10,793	53,966
Finance	Accountant III	1.00	58,337	14,584	72,922
Finance	Accounting Specialist	1.00	38,142	9,536	47,678
Finance	Assistant Director of Billing & Revenue	1.00	72,849	18,212	91,061
Human Resource	Director - Human Resources	1.00	95,509	23,877	119,386
Human Resource	Human Resources Manager I	1.00	58,394	14,598	72,992
Human Resource	Human Resources Manager I	1.00	57,378	14,344	71,722
Human Resource	Human Resources Manager II	1.00	70,575	17,644	88,219
Human Resource	Human Resources Manager II	1.00	55,141	13,785	68,927
Human Resource	HR Coordinator	1.00	30,534	7,633	38,167
Human Resource	HRIS Analyst	1.00	62,379	15,595	77,973
Information Technology	Systems Administrator	1.00	66,856	16,714	83,570
Information Technology	Application Developer	1.00	74,577	18,644	93,222
Information Technology	Customer Technical Support Associate	1.00	40,129	10,032	50,161
Information Technology	IT Specialist/Programmer	1.00	40,787	10,197	50,984
Information Technology	SQL Developer	1.00	81,773	20,443	102,216

Department	Position	FTE	Salary	Benefits	Total
Information Technology	Customer Technical Support Associate	1.00	35,008	8,752	43,760
Penn Front Desk	Administrative Asst/Receptionist - Operations	1.00	24,766	6,192	30,958
Program Admin	Manager - Resource Support Center	1.00	67,822	16,955	84,777
Program Admin	Executive Assistant	1.00	36,465	9,116	45,581
Public Relations	Director - Public Policy and Strategy	1.00	78,030	19,508	97,538
Quality	Director - Quality/Quality Officer/Compliance Officer	1.00	97,244	24,311	121,556
Quality	Quality Analyst	1.00	48,718	12,179	60,897
Quality	Quality Coordinator	1.00	56,881	14,220	71,101
Quality	Quality Clinical Consultant	1.00	44,380	11,095	55,475
Quality	Manager - Performance and Quality Improvement	1.00	66,375	16,594	82,968
	Total Year Two (FY 18/19)		**2,320,652**	**580,163**	**2,900,815**
Executive	Administrative Assistant - Executive	1.00	52,163	13,041	65,203
Executive	Chief Executive Officer	1.00	195,389	48,847	244,236
Executive	Chief Administrative Officer - PT	1.00	77,935	19,484	97,419
Executive	Chief Program Officer	1.00	132,105	33,026	165,131
Finance	Supervisor - Accounts Receivable	1.00	52,774	13,193	65,967
Finance	Payroll Administrator	1.00	45,265	11,316	56,582
Finance	Director of Finance	1.00	117,033	29,258	146,291
Finance	Supervisor - Accounts Receivable	1.00	51,409	12,852	64,261
Finance	Financial Business Analyst II	1.00	70,358	17,590	87,948
Finance	Billing and Collections Associate	1.00	40,369	10,092	50,461
Finance	Accountant II	1.00	44,036	11,009	55,045
Finance	Accountant III	1.00	59,504	14,876	74,380
Finance	Accounting Specialist	1.00	38,905	9,726	48,632
Finance	Assistant Director of Billing & Revenue	1.00	74,306	18,576	92,882
Human Resource	Director - Human Resources	1.00	97,419	24,355	121,774
Human Resource	Human Resources Manager I	1.00	59,562	14,890	74,452
Human Resource	Human Resources Manager I	1.00	58,526	14,631	73,157
Human Resource	Human Resources Manager II	1.00	71,987	17,997	89,983
Human Resource	Human Resources Manager II	1.00	56,244	14,061	70,305
Human Resource	HR Coordinator	1.00	31,144	7,786	38,930
Human Resource	HRIS Analyst	1.00	63,626	15,907	79,533
Information Technology	Systems Administrator	1.00	68,193	17,048	85,242
Information Technology	Application Developer	1.00	76,069	19,017	95,086
Information Technology	Customer Technical Support Associate	1.00	40,932	10,233	51,164
Information Technology	IT Specialist/Programmer	1.00	41,603	10,401	52,004
Information Technology	SQL Developer	1.00	83,408	20,852	104,261
Information Technology	Customer Technical Support Associate	1.00	35,708	8,927	44,635
Penn Front Desk	Administrative Asst/Receptionist - Operations	1.00	25,261	6,315	31,577
Program Admin	Manager - Resource Support Center	1.00	69,178	17,294	86,472
Program Admin	Executive Assistant	1.00	37,194	9,299	46,493
Public Relations	Director - Public Policy and Strategy	1.00	79,591	19,898	99,488
Quality	Director - Quality/Quality Officer/Compliance Officer	1.00	99,189	24,797	123,987
Quality	Quality Analyst	1.00	49,692	12,423	62,115
Quality	Quality Coordinator	1.00	58,019	14,505	72,523
Quality	Quality Clinical Consultant	1.00	45,267	11,317	56,584
Quality	Manager - Performance and Quality Improvement	1.00	67,702	16,926	84,628
	Total Year Three (FY 19/20)		**2,367,065**	**591,766**	**2,958,831**

Proposed Indirect Administrative Expenses

OBJECTS OF EXPENSE	Year 1 FY 17/18	Year 2 FY 18/19	Year 3 FY 19/20
Personnel (Use detailed Indirect Admin Staff Roster as an input for this section)			
Administrative Staff	2,275,149	2,320,652	2,367,065
Support Staff			
Employee Benefits	523,284	580,163	591,766
Staff Training	14,696	13,196	12,196
Total Personnel Expenses	2,813,129	2,914,011	2,971,027
Operational Expenses			
Office Space - (Mortgage/Rent)	289,268	295,053	300,954.00
Maintenance	3,847	4,116	4,404.00
Building Utilities			
Communication	75,149	80,409	86,038
Office Supplies	13,737	14,698	15,727
Transportation/Travel	46,130	47,052	47,993
Vehicle Maintenance and Repair	2,286	2,446	2,618
Postage and Shipping	1,179	1,262	1,350
Printing and Publications	109,997	117,697	125,936
Insurance	53,885	57,657	61,693
Equipment and Furniture	41,984	39,934	37,884
Association Dues/ Licensing Fees	36,555	36,555	36,555
Recruitment/Advertising	49,575	53,046	56,759
Auditing Expense	83,760	86,272	88,861
Other: Professional Fees	462,122	494,470	529,083
Depreciation	111,816	111,816	111,816
Leases	105,393	105,393	105,393
Interest/Bank Fees	58,033	58,033	58,033
Total Indirect Administrative Expense:	1,544,715	1,605,910	1,671,097
Offsetting Revenues:			
Indirect Admin allocated to other Programs	4,336,055	4,501,841	4,623,555
Total Revenue :	4,336,055	4,501,841	4,623,555
Net Total	21,789	18,080	18,568