

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

**APPLICANT INFORMATION**

Applicant Name: WPIC Student Assistance Program of UPMC

Authorized Representative Name & Title: Paula McCommons, Ed.D., L.P.C. SAP Behavioral Liaison and Psychological Services Manager

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

Date Incorporated: 1990

**REQUIRED CONTACTS**

	<b>Name</b>	<b>Phone</b>	<b>Email</b>
Chief Executive Officer	Christopher A. Gessner	412-692-5085	Christopher.Gessner@chp.edu
Contract Processing Contact	Michael Kretz	412-246-5697	kretzmw@upmc.edu
Chief Information Officer	Dawn Jamison	412-647-0961	Dawn.jamison@chp.edu
Chief Financial Officer	David Bobrzynski	412-246-6809	bobrzynskidj@upmc.edu
Administrative Contact	Doug Henry, Ph.D.	412-246-5293	henryjd2@upmc.edu

**BOARD INFORMATION**

Provide a list of your board members as an attachment or in the space below. **(Please see Leadership Attachment)**

Board Chairperson Name & Title: G. Nicholas Beckwith III, Chairperson

Board Chairperson Address: [REDACTED]

Board Chairperson Telephone: [REDACTED]

Board Chairperson Email: [REDACTED]

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**REFERENCES**

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

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

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

1 -Marguerite Imbarlina, Ed.D., Principal at Hampton Township HS, [REDACTED]. Our liaison has known and worked with Dr. Imbarlina for the past five years in her role as a teacher, vice principal and now principal/champion of the SAP at Hampton High School.

2 - Debra Genter, PPSD School Social Worker and SAP coordinator, [REDACTED]. Our liaison has had the pleasure of serving with Debbie for nearly the past ten years on the SAP team at Pittsburgh Allderdice High School.

3 – Jill Kampmeyer, School Counselor and SAP Team Member at Hampton Township MS, [REDACTED]. For the past five years, our liaison has collaborated with Jill to ensure that students and families were receiving all the services they needed such as CACTIS, grief support at the Caring Place or specialized medical wrap service coordination.

**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>.

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

#### **CAPACITY AND PREFERENCE**

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

We would like to provide SAP services for PPSD and school districts in the Northern Region.

**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).**

Our top three school districts would include Pittsburgh Public, Hampton Twp. and Allegheny Valley. Although we would prefer to continue serving PPSD at Pittsburgh Allderdice High School and Hampton Twp. SD at the high school and middle school, if we are to serve a new school district other than PPSD or Hampton Twp., consideration would be given to Springdale Jr./Sr. High School in the Allegheny Valley SD..

**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 employ one SAP Behavioral Liaison who serves a total of three school buildings which represent two school districts.

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

Our ideal SAP capacity would continue to be serving two school districts and three school buildings. We are able to successfully address the SAP referrals and accompanying SAP activities with two high schools and one middle school.

#### **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.**

Our liaison has more than 20 years of experience in identifying children and families in need of mental health supports. She is an active member in PASAP and previously served on the state

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board. For more than the past five years, our liaison has provided agency representation at the Allegheny County SAP Coordination Meetings. Our liaison also maintains her professional LPC licensure by annually pursuing her continuing education credits in the behavioral health field. Our liaison also seeks to identify and share with students and families support services that may be on line or not directly related to the mental health system within the county such as The Trevor Project, PA Families Inc. and NAMI. All of these endeavors and activities continue to provide our liaison with a solid foundation in the identification of mental health concerns involving youth and of the appropriate resources that are available within Allegheny County and without.

Practically speaking, each year our liaison updates her resource lists for families and her knowledge of the mental health systems in Allegheny County. She is quick to consult with the Allegheny County School Based SAP Liaisons for consultation, representatives from emerging county initiatives such as ISAC or with fellow SAP agency provider colleagues in assessing and accessing services for families. Such on-going collaborations have allowed our liaison to expand her tool kit to include specialty resources such as a host family for youth and families who are experiencing challenges following a DAS placement and who are not prepared to reunite, medical wrap for youth that have health related issues as well as the need for higher levels of care to address their behavioral health issues or a referral to the Life Project for youth and families that have no current insurance and are in need of more immediate intensive brief treatment.

Our liaison also has expertise in suicide prevention, intervention and postvention in schools through her work at STAR-Center Outreach. She has provided the overview of mental health issues for several Commonwealth Approved SAP trainings in Western PA as well as specialized topic requests, such as the role of schools in youth suicide prevention, for SAP regional update trainings throughout the state. In her trainings she focuses not only on current research and evidenced based practice in identifying mental health issues, but she is able to do so from the scope of practice of being a behavioral health liaison and a practicing core team member herself.

If given the opportunity, our liaison will continue to coordinate and collaborate with all child serving systems in Allegheny County.

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.**

Much of our liaison's experience referenced in the aforementioned section on mental health services overlaps with her experience in identifying youth and families who may be in need of drug and alcohol supports and/or services. Given the significant connection between substance abuse disorders and affective disorders this is not surprising. More specifically, our liaison's extensive experience in youth suicide prevention, intervention and postvention has heightened her awareness of and response to the connection between youth suicide and substance abuse, especially when the use is sudden or increased.

Over the years, our liaison has worked with families to identify the more pressing issue between the student's drug and alcohol use and their untreated mental health issues. When the student has been unwilling to access D/A services, our liaison has worked with families to initiate Act 53 proceedings. She has also kept up to date on support resources over the years such as POTADA and

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Bridges to Hope. Given that addictions often run in families, our liaison has much more frequently referred students to in school COA supports and other community and on line support groups.

Admittedly much of our liaison's knowledge of the drug and alcohol system comes from her experience in working with youth who were adjudicated and were court mandated to attend treatment programs as part of the terms of their probation such as the in-home programs with Shores or residential programs affiliated Auberle. She also has experience with PPSD students who were policy violators and attended ATOD prevention groups at the Student Achievement Center.

Even before becoming a Behavioral Liaison, our liaison stayed abreast of d/a training opportunities beginning earlier on in her SAP career by attending trainings at Gateway with Dr. Twersky and other innovative trainings such as motivational interviewing and incorporating the brain research on gratitude into daily interactions with clients/students. More recently, our liaison has sought out updated trainings on current d/a trends through PASAP and SAP regional trainings. She has also investigated dual dx treatment options within Western PA to revise her resource sheet for families. Since serving in the Northern area, our liaison is even more aware of state and regional initiatives such as the PA treatment referral warm line, Get Help Now, and community based medication take back initiatives.

Throughout her SAP career, our liaison has collaborated with her d/a colleagues from other provider agencies as well as representatives from the county D & A Services. Again, if given the opportunity our liaison will continue to collaborate with all child serving systems in Allegheny County.

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

Our liaison has served as a SAP liaison at Pittsburgh Allderdice High School for over 20 years. Thus, the vast majority of her experience is working in schools with school-aged children and their families. At the beginning of each school year, our liaison would present to the faculty on the SAP process and when applicable, she would co-facilitate professional development periods to specifically address behavioral health issues and how to utilize the SAP.

Our liaison has directly worked with more than two thousand SAP referred students and their families and thousands more students through classroom presentations and grade level orientation on the SAP. Over her years of service, on average, more than 80% of screened students were connected to services in or out of school.

Throughout her SAP career, our liaison has also presented at PTO and Parent Meetings on SAP services as well as education on behavioral health issues of concern and strategies to increase protective factors. She has also participated in school wide events such as Open Houses and Wellness Fairs.

Sadly, our liaison also has extensive experience through her work at STAR-Center in assisting school communities with their postvention responses. This work has included meeting with impacted students, staff and parents.

**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.**

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### **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?**

*Please note that the responses for items 5 – 9 in this “Service Delivery” section are also outlined in our “WPIC SAP Guidelines” which will be forwarded upon request.*

Our plan for providing screenings within 30 days of the SAP Core Team’s recommendation for screenings include: meeting with the student the same day as the consent is received to introduce our liaison, the screening process and address any questions. Our intention is to have the student make an initial connection with our liaison and become invested in the follow-up meeting to complete the screen. After this initial meeting, our liaison works with the student to identify their preferred time to meet for the screen. The liaison will let the student know that if they forget to come for their meeting they will be called to the main office to remind them. [For all the schools our liaison serves it is the standard procedure to call students to the main office and/or guidance office for a variety of reasons thus privacy is maintained.]

Our liaison records when SAP consents are received and notes in her calendar when she needs to complete a screen. In the event a screen cannot be completed within the 30 days, our liaison will notify the SAP coordinator and the parent to trouble shoot and identify other options. In the event that our liaison is delayed in receiving the consents for a screen because they were “misplaced” by school staff, as soon as our liaison receives the consent, she will reach out to the parent to acknowledge the delay, ascertain the current level of concerns, and to let the parent know of the anticipated date for completion and review of the screen. Re:solve services are shared with all students and parents for interim support.

The obstacles that we foresee and those that we have already experienced in completing screenings in a timely manner include the following: the attendance of students (i.e. suspensions, class cuts, illness, and probation violations), such as snow days, fire drills, assemblies and field trips, testing and holidays. We hope to continue to address the aforementioned issues by the following: review the student’s attendance prior to a screen to see if there is a pattern of class cutting to avoid trying to see that student at that time, at the beginning of the year request the school calendar for testing and school activity dates, periodically, especially before the holidays, double check with school’s to determine if there are any changes based on upcoming events.

Unforeseeable issues that may impact screenings such as school closings due to weather or heating problems will be noted in documentation of the CANS, communicated to appropriate school personnel and families and then as soon as possible after the situation is rectified the screening will be completed.

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

Our plan for involving families in SAP activities as outlined in Appendix B includes participating in PTO and Open House activities and distributing SAP information there and on the district web site when possible. Our plan also includes working with the Core team, especially the school counselors and school social workers, to establish opportunities to meet with parents, if only for a face to face

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introduction, when the parents might be in the building for a staffing regarding their child/teen, or to attend an IEP meeting. Even if the liaison is not personally available, such face to face meetings may be an excellent time for the school SAP team members to present the SAP process and have parents complete consents on site.

Our approach to engaging with parents includes incorporating many of the recommendations that were highlighted at the 2016 PASAP conference on "SAP and Parent Engagement." Our integrated approach includes: reaching out to parents at times that are convenient for them, which may include evening phone calls and/or the use of an interpreter, thanking them up front for signing the SAP consents, clarifying any questions about the SAP process, establishing common goals with the parent regarding their teen's behavior (i.e. ultimately having their teen graduate high school), allowing time to inquire how parents are doing and acknowledging how challenging it is to parent and provide for their family and identifying if they are in need of support or assistance in accessing services/resources.

All of these conversations provide an opportunity for our liaison to connect and ally with the parent as another caring adult in their son or daughter's life. It also gives our liaison an opportunity to acknowledge, that in spite of previous efforts there is "no one way" or "one size fits all" and that regardless of previous outcomes, we want to be part of the student's and parent's team in trying again. If a parent has never sought services before for their teen, extra time and sensitivity may be required to address the parents shock and fear. For parents who are initially not interested in recommendations or perhaps upset with recommendations, our liaison will "meet parents where they are at" and seek to at least establish a partnership with the parent so their child may be successful by revisiting options at a future date.

For all involved, offering hope that is realistic and attainable is a significant protective factor, a resiliency enhancer and often a catalyst for partnering with parents.

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

Our plan for ensuring that students and families are connected to the kinds of services and supports that will best meet their needs includes conducting a thorough CANS and taking time to gather parent input and history. We remind students and families that they have choices, and that our liaison will check in to see if their choice is effective and that they can revisit other options as needed. In the course of our contacts with students and families we will also try to identify support and protective resources to enhance behavioral health services in and out of school.

Whenever possible, we will encourage students and families to utilize the appropriate level of service coordination to assist them in addressing their current needs and to access future behavioral health services/supports as they arise. In explaining service coordination to students and families, especially after they have connected with our liaison, we remind them that the service coordinator is also able to link them to services but is not limited to meeting at school or over the phone as our liaison is. We also emphasize that service coordinators are able to work with the student and family over time. In addition, we will continue to collaborate with the existing network of human service providers in Allegheny County by keeping up to date on resources and consulting with DHS County School Based Liaisons and program supervisors such as Life Project as needed.

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In addition, our liaison will continue to enhance her knowledge base related to evidence based and informed practice treatment approaches that have been shown to effectively impact behavioral health issues. Thus, our liaison may better guide families to appropriate services and to assist them in identifying the “right” questions to ask when seeking treatment providers i.e. “Is the therapist familiar with cognitive behavioral therapy to address adolescent depression and suicidal behavior?”.

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).**

We will continue to incorporate student and family choice into our referral process by offering a resource option letter that has numerous options. Our resource option letter includes treatment and support services; however, it is our understanding that per state SAP guidelines, liaisons’ screen to determine if a further evaluation is recommended not to refer for treatment unless their letter of agreement states that they are conducting assessments.

Thus, on our referral and resource sheet we indicate to the parent if a further evaluation is recommended to assess their teen’s behavioral health issue and then identify at least three agency options they might consider. In making this recommendation, our liaison takes into account the families insurance, location, waiting lists and need for any specialty clinics such as the Center for Traumatic Stress.

If commercial insurance is an option, additional private practice options may be shared based again on such factors as availability, accessibility, experience with the identified issue and demographics of the practitioner. Whenever possible, we will provide students and families with supplemental materials such as brochures and web sites to assist them in the choice process.

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?**

Our plan for supporting families after a referral includes checking in with students and families within two weeks after recommendations are reviewed and then periodically thereafter at the end of each quarter, semester breaks and at the end of the year before summer vacation.

Even before sharing recommendations with a parent, as necessary, our liaison will attempt to trouble shoot any barriers by calling potential providers ahead to ascertain availability, confirm appropriateness of the potential referral and to verify the referral process. This “trouble shooting” is done without identifying details of the student or family. We also remind students of our back up support until their services start and to encourage them to be honest if the initial service is not “a good fit”. We have found that this type of support and communication greatly enhances the relationship between our liaison and referred students resulting in students being more invested in the SAP process and participating in recommendations.

We encourage students and families, for those students under 14, to sign a ROI with their treatment provider to enhance in school support after services are started. To facilitate the communication between treatment or other service providers and students who are over 14, our liaison may arrange a conference call so the student can directly share feedback as needed and address any areas of concern with regard to accessing or continuing with services. Our liaison will check in with



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the student and/or parent within two - three weeks to verify that the resource is a good fit and to review the need for any additional supports in or out of school. As with students, our liaison reminds and encourages parents to reach out to us if there are any concerns or need for additional supports.

Again, part of our plan to increase the likelihood of referral follow through is for our liaison to establish a helping connection with families so they are invested in the SAP process and view our liaison as a sincere link to services now and in the future. Although our liaison's primary focus is on accessing appropriate services for the referred student, research indicates that if caregivers, especially mothers, are not receiving appropriate services for their own behavioral health issues then the teen is likely to relapse with their symptoms. Thus in establishing a connection with the student's parent, our liaison is also able to encourage the parent to access their own services or support.

With all students and families, our agency seeks to normalize help seeking behavior and to empower individuals to access services and resources across their life span. We often remind students and parents that in high school we have SAP, in college there may be Student Services and in the work world they may call it Employee Assistance. We also educate all students and families on the crisis and consultation resources that are available in our county and nationally. Again, all of these efforts are an attempt for our agency and liaison to inform students and families that help is available and that the help may take many forms. We strive to be part of the student and families "team effort" in removing barriers to learning and enhancing the wellbeing of all involved.

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

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

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

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

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

In keeping with the SAP referral process, as outlined on the PNSAS website under “What is SAP?” of (1–referral, 2- team planning, 3-intervention and recommendations, and 4- support and follow up), our liaison would proceed by confirming that the SAP consents were signed, and that there was permission received to screen Trevor and for the screening recommendations to be shared with the SAP Core Team. Ideally our liaison would be a part of the team planning after the initial referral was made by the teacher and the school counselor received permission to enroll Trevor in the SAP of phase 1. As part of phase 2, our liaison would review the parent and teacher feedback, perhaps including summaries of the behavioral checklists, and assist the SAP Core Team in coming to the conclusion that part of Trevor’s plan included the need for a screening and to proceed with obtaining the necessary consents for the screening and for the screening recommendations to be shared with the SAP Core Team.

During phase 3, our liaison would meet with Trevor, the same day if possible, to introduce our role and arrange a “good time to meet if he was willing” that week, to complete the screen/CANS and to identify resources in and out of school that might be of help. She would also work with Trevor to identify his natural supports, resiliency builders and to review re:solve crisis prevention and intervention services. In addition, our liaison would use the opportunity of meeting with Trevor to develop a connection as a caring adult for him, so that he might feel more inclined to follow through with the recommendations and to be receptive to phase 4 with continued support and follow up by our liaison and/or other SAP Core Team members as well as other identified staff. As part of phase 3 our liaison would also contact Trevor’s Mom to review the recommendations for a further evaluation and to establish a timeframe for the follow up in phase 4.

During phase 4, our liaison would check in with Trevor and his Mom within one to two weeks to assess the status of the resources and supports, both those in and out of school. Our liaison would continue to monitor Trevor at quarterly and semester intervals via the SAP Core Team meetings and with his school counselor and in between as needed. At the end of the school year, our liaison would check in with Trevor and his Mom to review the need for any supports for over the summer. As part of quality assurance plan, at the end of the year our liaison would also ask Trevor to complete a feedback survey regarding his experience with our SAP support and mail a similar survey to his Mom.

Upon meeting and screening Trevor, possible referral recommendations we would share with he and his Mom would include: a further evaluation to assess his mood and possible self-medication, utilizing in-school supports such as a SAP teacher mentor if available, as well as reconnecting Trevor to the after school tutoring program and encouraging his postsecondary exploration by talking with the armed forces recruiter at school. If insurance and access were an identified concern, then we might suggest a Life Project referral to Mom and Trevor for some initial brief treatment. If Trevor endorsed specific trauma related symptoms, we might offer a provider who has experience with EMDR. At a minimum, if school based therapy was available, we would recommend Trevor begin in school therapy to develop better coping skills and begin to express his emotions. Depending on the families’ interest, we might also suggest support services such as the Caring Place. We would also encourage Mom to continue working with the home school/visitor to access any additional county supports for struggling families and inform her of the 211 Directory as well as on line supports through PA Families Inc.. If it has been more than a year, we would also suggest Trevor have a

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physical with his PCP to assist in expanding the families web of support or assist Mom in finding a federally funded health center if he had no current PCP or insurance.

To assist Mom in navigating the above recommendations, we would also review with Mom the advantages of a service coordinator and assist Mom in the selection and application of one if she and Trevor are interested. We would also review the crisis prevention and intervention services of re:solve with both Trevor and his Mom.

Our strategies for communicating with Trevor's Mom would include fostering a connection with her by offering our condolences and acknowledging the ongoing nature of grief and its varied reactions both for she and her son. We would seek to establish the most convenient time for us to speak to review resources and support for them both and to confirm that Trevor had indeed give her the written information regarding the resources to review during our conversation. We would also explain our role and clarify any misconceptions. We would offer hope to Mom and remind her she was not alone in her process to get help for her son and family. We would encourage Mom to check in with us at school if she was ever there for an opportunity to meet face to face. Before "ending" our initial conversation, we would arrange a tentative follow up phone call within two weeks to revisit the initial resource options, those in and out of school, Mom and Trevor have agreed to try.

Our strategies for communicating with the school would include not waiting until the next SAP Core Team meeting to share the screening recommendations with the SAP coordinator. Depending on the established procedures with the school, this maybe via a protected email, vm or face to face meeting. We would also inform the SAP coordinator that we encouraged Mom to let us know if there would be any opportunity to meet at school for future meetings so we could meet face to face. We would also share with the appropriate members of the SAP Core Team, such as Trevor's school counselor, of Trevor's specific interest and willingness to meet with one of the armed forces recruiters when they were next in the building, to resume the afterschool tutoring and to consider a SAP team mentor.

Overall, in sharing our recommendations and resources with Trevor's Mom and the school we would strive to be direct, transparent and consistent with our communications.

**11. Please describe in detail your approach to the scenario listed below.**

*Mr. Johnson, a high school principal, has contacted the SAP supervisor at the agency that provides SAP services in his school. He has concerns related to the SAP Liaison. The Liaison has not participated in recent SAP Core Team meetings, rarely provides information during Team meetings when he attends and is frequently late for meetings. He says that this is the third time that he has made a complaint, seemingly to no avail, and that he had also made a complaint in the previous school year. The agency supervisor has a discussion with the liaison. The liaison says that the school does not allow enough time for him to complete his duties. He believes that his most important function is to complete student screenings, which he can only conduct during the time the school has scheduled Team meetings. His lateness is due to his additional duties as an outpatient therapist. Mr. Johnson contacts DHS and asks about the procedure to obtain a new SAP provider.*

In approaching the scenario listed above, we would review the letter of agreement to review the conflict resolution process. Ideally this process would reflect the steps outlined in the sample letter of agreement located on the PA Network for Student Assistance Services website. This process

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includes: 1) holding an in-house meeting between the SAP liaison and members of the SAP team to discuss the conflict 2) arranging a meeting between the school building principal or administrator and the administrator for the provider agency 3) conducting a meeting between a school district central office administrator and a county administrator from the Office of Behavioral Health and/or D & A Services 4) establishing a meeting with the Superintendent, Office of Mental Health Community Program Manager and/or representative from DDAP and the PNSAP Regional Coordinator 5) The Commonwealth SAP Interagency Committee meet.

Taking these steps into consideration, in the scenario above, we would ask for a meeting between a representative from central office and the county administrator. If common ground could not be established with regard to the priorities of the liaison and the adequate support provided by both the district and the agency, so the liaison could meet these needs, then a meeting between the Superintendent, County MH Program Manager and/or DDAP representative and the PNSAP Regional Coordinator would occur. In this meeting the action steps (i.e. the agency addressing the staffing issue and the school addressing the time allotted for the liaison to meet with students) from the previous meeting would be reviewed along with addressing the continued or arising issues (i.e. clarifying the expectations and logistics around the liaison attending a minimum of two core team meetings a month and screening students in a timely manner). If the previous or new options could not be addressed with the school and agency accommodations, then the Commonwealth SAP Interagency Committee would meet to revisit the request for a new provider.

The conflict resolution process is designed to give school and agency personnel an opportunity to address and work through their initial issues, progressively bringing in additional administrative support from both the school district and agency and then advancing to include county administrators and SAP technical support (PNSAP). The final step is to bring in state level representatives of the SAP process to formally address the request for a new provider. Again in the scenario above the building principal, who was not even identified as a member of the SAP Core team, never included administrators from his district's central office or subsequently the superintendent. It was also unclear if the liaison even participated in the "first step" of the conflict resolution process by meeting with members of the SAP Core team to address the concerns and clarify the expectations and logistics of both the school and agency.

Although the conflict resolution process helps to safeguard school districts from changing providers without just cause, ultimately if the concerns are not addressed, then the SAP Interagency Committee would move swiftly to make the necessary changes so that the SAP process is not further impeded or delayed by the agency or the school district and students identified in need of screenings and support are met in a timely manner. Moving forward in the scenario, both the agency and school personnel would need reminded of the conflict resolution process and the importance of establishing a letter of agreement that clearly outlines job responsibilities, expectations and procedural logistics. The content of the letter of agreement should be shared with central office, building administrators and SAP team members as well as the liaison and agency supervisor. In addition, signed copies of the letter of agreement should be forwarded to the county MH and D & A SAP representatives so all parties have a foundation of what school and agency personnel have agreed to with regard to their SAP for the school year.

## **RFQ Response Form**

### *Student Assistance Program Providers*

**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 within a school district would include the comprehensive education and promotion of SAP services to all constituents, school staff, students and families. As a SAP team, we would strive to have all members of the school community to not only be familiar with the SAP process, but to have such a positive association with SAP that, depending on their role, they would refer a student, a teen, a peer or themselves for assistance. Ultimately, we would hope that the SAP be viewed as a vital component of the overall safety net and protective web within the school community by strengthening natural supports, identifying and removing barriers to learning, and assisting students and families with accessing appropriate services and resources.

Overall, our vision for a SAP Liaison's relationship with school staff, students and families is one of education, collaboration, and support. Specifically with the school staff, which would include staff members beyond the SAP team, our liaison would provide consultation regarding general behavioral health issues of students and offer targeted suggestions regarding referred students as SAP consent permissions indicated. With regard to our liaison's relationship with students in general, we would envision her role as one of a caring and informed adult who would be a warm and friendly presence in the building that would educate students on the SAP. With students whom our liaison has permission to screen and support, we see our liaison's relationship as "professional back up." Our liaison would provide skilled support for referred students as they are in the process of accessing services or are already receiving services. Ideally, we would want the families to describe their relationship with our SAP liaison's relationship as one of empathy, information, empowerment and support.

With all SAP constituents, (staff, students and families), our SAP liaison is to serve as a link to provide behavioral health information, to assist in the access of appropriate services and support and to increase protective factors.

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

Our organization will continue to maintain a strong relationship with the schools we serve and the ones we may serve in the future and to be responsive to their needs by continuing to meet with key school personnel over the summer to exchange contact information, review expectations and update any procedural logistics that may impact the delivery of SAP services. A majority of this process will occur during the development of the letter of agreement with each school district.

In the past, we have found that sharing the content of the letter of agreement with not only central office personnel but also the SAP coordinator and other SAP team members of each building served to be very useful in eliminating confusion around our liaison role and in enhancing the concept that we are a team. Our liaison will make every effort to allow her professional practice, (i.e. returning phone calls and emails the same day whenever possible, offering alternatives when she is not able to comply with requests to participate in events such as a panel to address bullying for a student assembly and informing the district of new resource options to address emerging needs such as free Act 71 training videos for faculty), to demonstrate her commitment to the district and assisting them in identifying a variety of resources to address their needs.

## **RFQ Response Form**

### *Student Assistance Program Providers*

We have also found that making an effort to establish relationships with the ancillary staff (i.e. office clerical staff, custodians, etc.) in the buildings we serve, greatly facilitates our liaisons ability to maintain connections within the school and allows our liaison to trouble shoot logistical issues in a timely way (i.e. identifying the best time to contact an administrator, printing a student's new schedule or unlocking office space) so that she can more readily respond to the needs of referred students and their families.

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

Our plan for providing Postvention is outlined in our WPIC SAP Guidelines and in our letters of agreement with the school districts we serve. As a SAP provider, our agency has consistently provided additional supports as requested whenever possible. For the past three years we have also provided, postvention supports to another elementary school within PPSD that was not covered through their SAP.

Our plan includes completing and submitting the Postvention Plan Flow Chart that the County School Based Liaisons distribute each school year prior to the start of the school year. This flow chart outlines the communication (identified individuals and their contact information) between the school district, agency and county. As soon as we are aware of a loss or incident requiring a postvention response, our liaison would notify her supervisor and county contact.

During the summer months our liaison would respond to a postvention request by the district as she would during the course of the school year. Given our agencies time off policy, our liaison would typically not be available for more than a two week period in the summer months. If our liaison was not available to assist, we would connect the district with re:solve services. As soon as our liaison became available, she would check in with the district to triage the appropriate follow up and monitoring of identified students who may need SAP support in the subsequent school 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.**

Our plan for recruiting and retaining quality staff includes providing the necessary support and adequate compensation, which may include additional trainings, supervision or flexible comp time. Thus far, this process has worked as evident by the fact that our primary liaison is still serving students and families after two decades and that the primary reason why previous liaisons are no longer here is a result of decreased allocations.

Our agency is committed to supporting the SAP in Allegheny County and would make every effort to uphold our commitment to fulfill our contract with school districts and to fill vacancies in a timely way. To that end, our agency strives to maintain a pool of qualified and SAP certified individuals who could provide assistance until a permanent replacement is identified. As an agency, we work closely with our human resource department in the recruitment and retention of qualified staff. As the new SAP provider process unfolds, our agency may revisit and expand its recruitment efforts.

## **RFQ Response Form**

### *Student Assistance Program Providers*

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

Our expectations for SAP staff qualifications include following all state SAP guidelines for liaison qualifications as well as completing all on-going training mandates as required by the state, county and our agency. With regard to conduct, we expect our liaison to perform her SAP duties in accordance with the UPMC core values and adhering to all county, state, federal and professional ethics and standards. Our liaison is to conduct herself as a servant leader; making decisions based on the needs of others whenever possible.

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

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

*Again the responses to questions 17 and 18 are also addressed in our "WPIC SAP Guidelines" which are available upon request.*

Our plan for tracking, entering and reporting data in a timely way includes maximizing our liaison's efficiency by recording the required data as she interacts with SAP constituents throughout the day in the SAP log and then allocating an uninterrupted block of time in which the collected data is coded prior to the PBPS submission due date. [To assist in this data collection and coding process, we are streamlining and refining the tally sheets so they reflect all of the information to be tallied and entered (i.e. description of the activity, population code, time and demographics) to minimize reporting error and to decrease recording time.] After collecting, coding and tallying the information, our liaison reserves time bi-weekly to enter the data from the previous week so it is submitted within the fourteen day time frame. If time permits, and the data is prepared, our liaison may enter additional data prior to its due date.

In anticipation of the increased time needed for additional data collection, entering and reporting, our liaison will begin to transition our agency office manager to assume the duties of data entry. Our office manager has already successfully completed the PBPS on line training. For the remainder of the 2016-17 school year, our liaison and office manager will collaborate on this transition. The shift in responsibility will permit our liaison to devote more time to direct service activities that will ultimately assist students and families in accessing the services and supports they need.

Periodically, our liaison or trained designee (agency office manager) will cross reference entered data to insure that the information matches (i.e. make sure the number of screens on the tally sheet for each building at the end of the month equal the number that is entered into PBPS.) If an error occurs, our liaison or office manager will notify the SAP supervisor and county representative in charge of reviewing PBPS entries.

Our liaison will continue to modify her work flow to maximize the accurate collection, documentation, coding and entering of reportable data. As new systems of data entry are required, such as entering the information required for CIPS, our liaison and agency office manager will revise the plan as needed.

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

## **RFQ Response Form**

### *Student Assistance Program Providers*

As referenced previously in the section on qualifications and conduct, our plan for quality assurance begins with our liaison performing her SAP duties in accordance with the UPMC core values and adhering to all county, state, federal and professional ethics and standards. In the event of any unusual incidents, our liaison will submit any required state, county or agency reports as soon as possible after the event.

Specifically, our liaison gathers feedback regarding her SAP services via year-end surveys from the following SAP constituents: referred students, parents and SAP colleagues. She also completes a year-end report for PPSD and participates in their annual review of SAP services. During our annual joint site visit with the Allegheny County Office of Behavioral Health and the Department of Drug and Alcohol, we heed all recommendations for improvement of the SAP services we deliver.

In addition to reviewing the SAP constituent feedback data, we will also review the number of students who receive services and strive to obtain 80% of students accessing in and/or out of school recommendations. Throughout the school year, we will continue to gather feedback from students and parents regarding their experience with the services they select and make note of their feedback in our quarterly tally sheets.

At the end of the school year we will also assist school personnel in accurately completing the PDE 4092 and reviewing the data related to the promotion, grades, attendance and policy violations of referred students. All of these activities will inform our liaison of the quality and effectiveness of her work and of our overall SAP services.

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

19. **Provide evidence of your financial health by attaching your most recent audit or other supporting financial documentation. If you will not provide your audit, please explain.**
20. **Provide a budget (using the budget template available at [www.alleghenycounty.us/dhs/solicitations](http://www.alleghenycounty.us/dhs/solicitations)) that reflects a realistic estimate of the direct and indirect costs associated with implementing SAP.**
21. **Provide a budget narrative below that clearly justifies costs outlined in the budget.**  
*Please note that in response to the attachments provided for item 19 under "Financial Management and Budget," the WPIC SAP is referred to as "Community Services" within the audits for the fiscal years 2013 – 2015.*

The costs outlined in the budget are justified, as they permit a highly trained SAP professional to be compensated both with a commensurate package of salary and health benefits, but also with the appropriate level of clerical and supervisory support.

Since our agency first provided SAP liaisons to serve in PPSD high schools, more than 25 years ago, we have dedicated our resources to focus on keeping skilled personnel and kept the clerical supplies and other expenses to a minimum. We have also been fortunate to serve school districts that are very generous and accommodating with regard to clerical supplies and support.



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

Position/Title	Full Time Equivalent	Salary	Benefits/Fringe	Total Salary/Benefits
Outpatient Office Coordinator	0.64	86,278	19,844	<b>67,918</b>
Administrative Coordinator	0.22	54,122	12,448	<b>14,645</b>
Clinical Administrator	0.01	121,659	27,982	<b>1,496</b>
Outpatient Office Coordinator	0.01	39,686	9,128	<b>488</b>
				-
<b>Total Year One</b>				<b>84,548</b>
Outpatient Office Coordinator	0.64	88,866	22,217	<b>71,093</b>
Administrative Coordinator	0.22	55,746	13,937	<b>15,330</b>
Clinical Administrator	0.00	121,659	27,982	<b>449</b>
Outpatient Office Coordinator	0.00	39,686	9,128	<b>195</b>
				-
<b>Total Year Two</b>				<b>87,067</b>
Outpatient Office Coordinator	0.64	91,532	22,883	<b>73,226</b>
Administrative Coordinator	0.22	57,418	14,355	<b>15,790</b>
Clinical Administrator		125,309	31,327	-
Outpatient Office Coordinator		40,877	10,219	-
				-
<b>Total Year Three</b>				<b>89,016</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
	Administrative Staff				-
	Administrative Staff				-
					-
					-
					-
					-
					-
					-
<b>Total Year One</b>					-
	Administrative Staff				-
					-
					-
					-
					-
					-
					-
					-
<b>Total Year Two</b>					-
	Administrative Staff				-
					-
					-
					-
					-
					-
					-
					-
<b>Total Year Three</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			
Support Staff			
Employee Benefits			
Staff Training			
<b>Total Personnel Expenses</b>	-	-	-
<b>Operational Expenses</b>			
Office Space - (Mortgage/Rent)			
Maintenance			
Building Utilities			
Communication			
Office Supplies			
Transportation/Travel			
Vehicle Maintenance and Repair			
Postage and Shipping			
Printing and Publications			
Insurance			
Equipment and Furniture			
Association Dues/ Licensing Fees			
Recruitment/Advertising			
Auditing Expense			
Other: Professional Fees			
Depreciation			
Misc.	15,645.00	16,114.00	16,598.00
<b>Total Indirect Administrative Expense:</b>	15,645.00	16,114.00	16,598.00
Offsetting Revenues:			
Total Revenue :	0	0	0
<b>Net Total</b>	\$ 15,645.00	\$ 16,114.00	\$ 16,598.00

## 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>			
Employee Benefits			
Staff Training			
<b>Total Personnel Expenses</b>	-	-	-
<b>Office and Operational Expenses</b>			
Office Space - (Mortgage/Rent)	20.00		
Maintenance			
Building Utilities			
Communication			
Office Supplies	60.00	60.00	60.00
Transportation/Travel			
Vehicle Maintenance and Repair			
Postage and Shipping			
Printing and Publications			
Insurance			
Equipment and Furniture			
Association Dues/ Licensing Fees			
Model Fidelity/Consultation			
Recruitment/Advertising			
Other:	114.00		
<b>Total Office and Operational Expenses</b>	194.00	60.00	60.00
<b>Offsetting Revenue</b>			
<b>Total Offsetting Revenue</b>	-	-	-
<b>Net Total:</b>	194.00	60.00	60.00
<b>Total Indirect Administrative Expenses</b>	15,645.00	16,114.00	16,598.00
<b>Grand Total:</b>	<b>\$ 15,839.00</b>	<b>\$ 16,174.00</b>	<b>\$ 16,658.00</b>