

RFQ Response Form

Providers of Drug & Alcohol, Tobacco and Gambling Prevention Services

PROPOSER INFORMATION

Proposer Name: Maximizing Adolescent Potentials at The University of Pittsburgh

Authorized Representative Name & Title: Jennifer Ely Ed.D., Program Director

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Telephone: 412-519-4309

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Website:

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

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

Date Incorporated: 1982 (Pitt established 1787)

Partners and/or Subcontractors included in this Proposal: None

How did you hear about this RFP? Prevention Providers Meeting

REQUIRED CONTACTS

	Name	Phone	Email
Chief Executive Officer	Carl Fertman	412-648-7196	carl@pitt.edu
Contract Processing Contact	Jennifer Woodward	412-624-7405	Jew7@pitt.edu
Chief Information Officer	Jinx P Walton	412-624-6114	jpw@pitt.edu
Chief Financial Officer	David Laffey	412-624-6039	dlaffey@cfo.pitt.edu
MPER Contact*	Eric Larson	412-624-7420	elarson@pitt.edu

* *MPER is DHS's provider and contract management system. Please list an administrative contract to update and manage this system for your agency.*

BOARD INFORMATION

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

Board of Trustees Officers, 2018-2019

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Thomas VanKirk
Michael G. Wells
Tom Wolf

Board Chairperson Name & Title: Eva Tanksy Blum, Chairperson

Board Chairperson Address: [REDACTED]

Board Chairperson Telephone: [REDACTED]

Board Chairperson Email: [REDACTED]

REFERENCES

Provide the name, affiliation and contact information [include email address and telephone number] for three references who are able to address relevant experience with your organization.

Please do not use employees of the Allegheny County Department of Human Services as references.

Elaine Jans (Family Care Connection @ Childrens Hospital) [REDACTED]

Adrienne Floro (Principal @ CVMS) [REDACTED]

Dr. Rebecca Cunningham (Assistance Superintendent @ HTSD) [REDACTED]

Dr David McCommons (Deputy Superintendent @ FCASD) [REDACTED]

PROPOSAL INFORMATION

Date Submitted 2/22/2019

Amount Requested: \$177,601.00

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Proposal Abstract:

Please limit your response to 750 characters

Maximizing Adolescent Potentials at the University of Pittsburgh is requesting qualification to continue providing ATOD prevention services throughout schools and communities in Allegheny County. Our rich history providing a variety of prevention programs in the schools affords us the ability to continue providing effective programming in the area. We look forward to this change in service provision as an opportunity to advance and elevate prevention services in the community and schools. The following proposal details our intent to deliver a variety of programs with three County Council Districts (3,4 and 13) to address each of the priority issues as indicated in the preliminary data from the countywide assessment. Through the work conducted by 3 full-time Prevention Specialists, the above-mentioned schools and communities will receive a minimum of 25% evidence-based and evidence-informed programming throughout the year.

CERTIFICATION

Please check the following before submitting your Proposal, as applicable:

I have read the standard County terms and conditions for County contracts and the requirements for DHS Cyber Security, EEOC/Non-Discrimination and HIPAA.

By submitting this proposal, 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 RFP.

ATTACHMENTS

Please submit the following attachments with your Response Form. These can be found at <http://www.alleghenycounty.us/dhs/solicitations>.

- MWDBE documents
- Allegheny County Vendor Creation Form
- 3 years of audited financial reports
- W-9

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REQUIREMENTS

Please respond to the following. The maximum score a Proposal can receive is 100 points. Your response to this section should not exceed 10 pages.

1. Organizational Experience (15 points)

- Describe your organization's experience in providing drug and alcohol, tobacco and/or gambling Prevention services to a variety of audiences, and your knowledge of related issues. Maximizing Adolescent Potentials has over 35 years of experience providing prevention services. Over the years, we've provided prevention programs to address ATOD use, gambling, truancy, bullying and many other problem behaviors. Prevention Specialists in our organization have offered each of the federal strategies for prevention to schools and communities and participants ranging in ages 5 through 95 years of age. Our organization appreciates and understands the importance of providing evidence-based prevention services to ensure our work impacts the growing rates of alcohol, marijuana, e-cigarette, and opioid use in Allegheny County. Some of the evidence-based and informed programs we have experience providing include: Strengthening Families Program, Big Brothers Big Sisters, Promoting Alternative Thinking Strategies, Class Action, Girls Circle, Keepin' It Real, Life Skills Training, Olweus, Positive Action, Safe Dates, Stacked Deck, Clean Break, Club Ophelia, Girls on the Run, Gambling Away the Golden Years, FASD Prevention, and Student Assistance Programming.
- Describe your organization's experience working with school-aged children and/or adults. Throughout our history of providing services, MAPS has worked directly with children, adolescents and their family members. Our programming serves participants across the lifespan that not only includes working with school-aged youth in the schools but also during out-of-school time, community centers and other professional organizations. The strategies we have used with school-aged youth include the programs listed above. Specific to adults, some examples of our experience include: National Alcohol Screening Day, health fairs, parenting programs, Gambling prevention presentations, staff development to both school and community professionals, prevention education to college-aged young adults.
- Describe relationships that you have established with schools and/or community-based organizations in Allegheny County. Our school and community relationships span over several decades beginning with a joint publication in 1983 in partnership with eighteen school districts and eleven community and state organizations. The result a comprehensive Leadership Training program for children and adolescents in Allegheny County. Since that time, we have been providing prevention services to schools and communities individually and in collaboration with schools and communities.

2. Service Delivery (45 points)

- Outline your plan to provide Prevention Services.
The plan must do the following:
 - include a strategy to work with school districts, community-based organizations and/or DHS to identify and provide appropriate Prevention Services
 - target communities where high need exists – please explain how you selected the identified community(ies)
 - address one or more of the priority issues
 - address one or more of the three target population categories

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- address one or more of the acceptable Prevention strategies.

Our strategy to address the issue of high rates of marijuana, heroin, non-prescribed painkiller and chronic alcohol use and binge-drinking is to replicate a Communities That Care process in the County Council Districts 3, 4, and 13. Through our history of mobilizing communities we have found the evidence behind this model to effectively reduce adolescent levels of delinquency and substance use through a collaborative approach with providers in the area. Through this collaborative board process, we can develop a strong connection with the community which will result in buy-in for additional programming as well as collaborative agreements with other organization for sustainability.

As evidenced by our references, we currently have a history of providing services in each of these communities and intend to continue providing a variety of evidence-based, evidence-informed, and supplemental programs to the community and school districts. Our rich history of providing service-learning projects throughout Allegheny County has given us roots in the above-mentioned districts. Given the high rates of chronic alcohol use in District 3, our focus in those communities will be to address early initiation to prevent continued use over time as well as intervention programming by offering opportunities for brief screening and referrals to support in the community. In Districts 4 and 13, the programs we can provide address each of the issues evidenced in the county needs assessment. Although smoking is not an elevated issue in each of these communities, we will continue to provide education on the impact of cigarettes as well as addressing the negative impact of e-cigarettes.
- Describe how you will include 25% evidence-based or evidence-informed Prevention services. MAPS will include a minimum of 25% evidence-based and evidence-informed Prevention services through the implementation of one-time and session-based programs in schools and communities. Attached is a detailed listing of programs to be implemented. This implementation overview provides documentation of the balance between evidence-based and evidence-informed services as required by DDAP.

As staff begin to provide services in their Districts, WITS entries will be analyzed regularly (bi-weekly) to ensure the ratio of services being provided have a clear connection to evidence. Because we have been a prevention provide for over 35 years, we have a rich library of evidence-based programs that we intend to use in addition to evidence-informed and supplemental programs. The evidence-based programs we will use include: *ATLAS, Big Brothers Big Sisters, Class Action, Girls Circle, LifeSkills Training, PATHS, and Strengthening Families*. Programs available under the category of evidence-informed that will be provided include: *Club Ophelia, Communities Mobilizing for Change on Alcohol, and Girls on the Run*. Additionally, MAPS Prevention Specialists will schedule speaking engagements to present the evidence-informed programs *Vaping Prevention Plus Wellness* and *Marijuana Prevention Plus Wellness*.

To compact the ongoing issue related to opioid misuse, we intent to implement *Operation Prevention* to elementary, middle and high school students. The program was developed in collaboration with the DEA to combat the growing epidemic of prescription opioid misuse and heroin use. Each level has 3-5 school-based lessons as well as a self-paced module and parent toolkit. This supplemental program will be captured under ATOD Education Activities while collecting evidence of impact through pre/post testing.

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- Describe how you will ensure fidelity in the delivery of evidence-based or evidence-informed Prevention services. Each Prevention Specialist currently on staff has completed the Making the Connection training which clearly addresses the topic of delivering programs with fidelity. As new staff come on board, they will also obtain this mandatory training. The evidence-based programs that we have to offer to schools and communities have been implemented by MAPS in the past. We have worked closely with the program developers to ensure proper training and program implementation is done with fidelity. On an ongoing basis, program observations and fidelity checks are often built into evidence-based program and will be conducted as prescribed by the developers. Should a program need to be modified, it will only be done in a way that is allowable by the developers and a Fidelity Modification Report will be completed by the Prevention Specialist.

- Please describe how you would address the following scenarios:

- a. The Executive Director of a community program contacted your organization after hearing about your services from a colleague. They are interested in Prevention Services for their community center. They expressed that their staff have reported that they interact with a lot of adults who have drug and alcohol “problems.” They have already asked several program attendees if they would be willing to participate in a group and have received mixed feedback.

Please describe how you would respond to this request, including what programs/curriculum you would suggest for these concerns and this population, and how often and for what duration you would propose that your organization have contact with this group.

Because this would be an added venue for our prevention program, we would begin by checking with OBH to ensure there isn't another provider assigned to this community and/or center. Given the limited information, it would be best to get more information either from the attendees or the program staff. The Prevention Specialist assigned to the program could gather information by way of an informal meeting, needs assessment, or even small groups. It would be necessary to determine that the individuals having drug and alcohol problems are appropriate for prevention programming and not in need of treatment.

Once a clear understanding of the problem is obtained, a letter of agreement would be outlined including the program curriculum and duration and submitted to OBH for approval. Some potential programs that would be discussed include: informational sessions to attendees on the impact of ATOD use, participation in National Alcohol Screening Day (if the program is located in a community that has higher level of alcohol abuse), and/or professional development trainings to the staff.

If there is a clear group topic that is identified, our program could facilitate weekly groups using a DDAP approved program such as Women's Circle, Guiding Good Choices (if issue is related to positive parenting), and/or ATOD Education Services with a focus on ATOD Prevention. Each of these programs have a time-limited intervention such as 6-12 weeks.

- b. A principal from a local high school approaches you at a resource fair. She reports concerns about increased suspensions for illegal drug, alcohol and tobacco use at her school, as well as ongoing problems with truancy and bullying. There is a school board meeting scheduled later in the week and she wants to approach the board with the possibility of adding prevention services to the high school, as well as give them an idea

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of how much money this will cost the district. She expects prevention services to take about two hours each semester, in the form of afternoon assemblies, attended by all students in grades 9-12.

Please describe how you would respond to this request and the principal's expectations of prevention services, including what programs/curriculum you would suggest for these concerns with this age group.

The MAPS staff member would explain to the principal that we are a county funded prevention program and can offer services to their district at no cost with approval by the Department of Human Services. We would suggest setting up a planning meeting with the district key leaders to address the issues and discuss potential programs as a first step.

In meantime, we would gather potential programs that the school could review for consideration. Additionally, we would check to ensure no other prevention providers are currently in the district to avoid duplication of services. For the assemblies, we might recommend using the series developed by Words That Work which include a 20-minute evidence-informed DVD. The topics covered in the series include drugs, alcohol, marijuana, and bullying. Prevention Specialists would use this as an introduction to the presentation for students grades 9-12 following the facilitator guide for follow-up discussion with the group.

To address the issue of increased suspensions due to policy violations, we would begin by looking at their current policy. If the district does not have a current program for policy violators, Teen Intervene is an excellent evidence-based program for school-based intervention. To address the issues of bullying, we could provide a variety of resources to the district such as: Peers Making Peace or Olweus if the district had additional funds available as this is a costly program.

The Prevention Specialists at MAPS have had great success with Focus on Attendance and the Student Assistance Program in relation to truancy. We would also recommend the school use SAP as a resource.

3. Staffing (10 points)

- Outline your plan for recruiting and retaining qualified, committed and knowledgeable staff. Our proposal includes the need for three full-time Drug and Alcohol Prevention Specialists. It is our plan to follow the recruiting guidelines as directed by our HR department. HR will be provided the minimum education and training requirements established by the State Civil Service Commission for Prevention Specialists: One year of experience as a drug and alcohol Prevention Specialist Trainee; or one year of experience in drug and alcohol prevention work and a bachelor's degree in health education, education, the social or behavioral sciences or related fields; or an equivalent combination of experience and training.

Human Resources at The University of Pittsburgh hiring policy states: Recruitment Request and Job Description forms must be submitted for each vacancy. All documents must be approved by the appropriate administrator. A letter of justification, a Recruitment Request form and a Job Description form must accompany all requests to establish new positions. (See Procedure 07-01-02, Recruitment Requests: Staff Positions.) The University Employment Centers are responsible for coordinating the recruitment of all staff positions in accordance with Policy 07-01-03, Equal Opportunity/Affirmative Action. To ensure the existence of equal employment opportunities, vacancies are openly advertised. To ensure affirmative action, only University

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Employment Centers are authorized to place staff position advertisements and determine appropriate placement of the advertisements. The retention rate at the University of Pittsburgh has been historically high due to the supportive environment and generous benefits package. To ensure Prevention Specialists remain committed to provided exemplary services, they will be required to attend 12 hours of professional development specific to their role in the field of Drug and Alcohol Prevention.

- Outline your training plan that, at a minimum, meets regulations. As stated in the Department of Drug and Alcohol Programs Prevention manual, all staff providing prevention services will have 12 months from the time of hire to complete the required courses and obtain certificates of completion. All new Prevention Specialists will focus on obtaining the following mandatory training courses upon hire: Prevention 101, Ethics in Prevention, Making the Connection, Addictions 101 and PA WITS Prevention Data System Training. All full-time prevention staff who deliver and supervise prevention services will complete 12 hours of training annually either in the classroom or online offered by a recognized professional organization.

4. Data Collection and Delivery (15 points)

- Describe your plan for tracking, entering and reporting data in a timely way. As required by DDAP, all data will be entered into WITS within 2 weeks of the provision of service. All prevention specialists will have access to a laptop and internet to support a barrier-free data entry plan. Upon hire with MAPS, liaisons will complete the online modules for WITS data entry. Prior to entering directly into WITS, a new hire will begin to log their data and submit to the Directors office for review, correction, re-training, and entering into WITS. As a liaison becomes comfortable with tracking their data, he/she will enter events into WITS and inform the Program Director that review is necessary. As errors are uncovered, the Director will inform the liaison and review the process for making corrections in order to clarify expectations in the system. Additionally, the Error Report field within WITS will be routinely checked to ensure data entry is clean and accurate.
- **Include a sample pre-/post-test and outline your plan for incorporating feedback in programming.** Attached is a sample pre-test (Appendix A) for implementation of Strengthening Families. A pre-test will be given to both the youth participants and parent participants during the first session and a post-test will be administered during the last session. Because of our history of providing evidence-based services, we have access to spreadsheets developed specifically for our evidence-based programs that we will use for entering and analyzing outcomes. In addition, you will find a copy of the SFP parent post-test (Appendix B) that includes areas for feedback in relation to the program, facilitators and overall experience.
- Describe your quality assurance plan. Whether MAPS is implementing evidence-based, evidence-informed, or supplemental programs, the Director conducts routine site visits to observe implementation for quality. A sample fidelity checklist specific to a LST lesson is attached. Additionally, we provide reports to partners specific to our service provision and ask for feedback or requests based on current needs. Specific to our community collaborations, we will obtain routine feedback during meetings and after events.

5. Financial Management and Budget (15 points)

- Provide a budget, based on the proposed billing rates, that reflects a realistic estimate of the costs associated with implementing Prevention services and a reasonable balance between

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direct and indirect costs; include a budget narrative that clearly justifies costs in the budget. The tables below detail the proposed prevention programming and the schools or communities in which we intend to collaborate. In order to fulfill the programming outline in the proposal, we would assign 3 full-time Prevention Specialists to work with the County Council District communities and schools. Each Specialist would focus on providing services to the schools and surrounding communities experiencing elevated issues as discussed earlier in the proposal. The level of programming detailed would fund the support for three staff members

EDUCATION	SCHOOL DISTRICT/COMMUNITY	HOURS	GROUPS/YR	SESSION/YR	COST
ATLAS	CITY OF PITTSBURGH	12	6	60	\$ 4,200.00
OPERATION PREVENTION ELEMENTARY	FCASD; HTSD; NASD; CVSD; COUNTY DISTRICTS 3, 4 & 13	3	10	30	\$ 2,100.00
OPERATION PREVENTION MIDDLE	FCASD; HTSD; NASD; CVSD; COUNTY DISTRICTS 3,4 & 13	5	10	50	\$ 3,500.00
OPERATION PREVENTION HIGH SCHOOL	FCASD; HTSD; NASD; CVSD; COUNTY DISTRICTS 3,4 & 13	5	10	50	\$ 3,500.00
CLASS ACTION	FOX CHAPEL HIGH SCHOOL	20	3	60	\$ 4,200.00
GIRLS CIRCLE	FCASD; HTSD; NASD; CVSD; COUNTY DISTRICTS 3,4 & 13	32	3	96	\$ 6,720.00
CLUB OPHELIA	FCASD; HTSD; NASD; CVSD; COUNTY DISTRICTS 3,4 & 13	32	3	96	\$ 6,720.00
PATHS	FCASD; HTSD; NASD; CVSD; COUNTY DISTRICTS 3,4 & 13	80	4	320	\$ 22,400.00
ATOD EDUCATION	FCASD; HTSD; NASD; CVSD; COUNTY DISTRICTS 3,4 & 13	50	10	500	\$ 35,000.00
ALTERNATIVE ACTIVITIES	SCHOOL DISTRICT/COMMUNITY	HOURS	GROUPS/YR	SESSION/YR	COST
VAPING PREVENTION & WELLNESS	FCASD; HTSD; NASD; CVSD; COUNTY DISTRICTS 3,4 & 13	2	10	20	\$ 1,400.00
MARIJUANA PREVENTION & WELLNESS	FCASD; HTSD; NASD; CVSD; COUNTY DISTRICTS 3, 4 & 13	2	10	20	\$ 1,400.00
VIOLENCE PREVENTION ACTIVITIES	ALLEGHENY COUNTY SUMMER LUNCH PROGRAM SITES	2	15	30	\$ 2,100.00
YOUTH LEADERSHIP INSTITUTE	FCASD; HTSD; NASD; CVSD; COUNTY DISTRICTS 3, 4, & 13	32	3	96	\$ 6,720.00

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ATOD ALTERNATIVE ACTIVITIES PROGRAM	FCASD; HTSD; NASD; CVSD; COUNTY DISTRICTS 3,4 & 13	50	3	150	\$ 10,500.00
INFORMATION DISSEMINATION	SCHOOL DISTRICT/COMMUNITY	HOURS	GROUPS/YR	SESSION/YR	COST
FETAL ALCOHOL SPECTRUM DISORDER	ALLEGHENY COUNTY	2	20	40	\$ 2,800.00
PA STOP CAMPAIGN	ALLEGHENY COUNTY	2	20	40	\$ 2,800.00
ATOD INFORMATION DISSEMINATION	ALLEGHENY COUNTY	36	3	108	\$ 7,560.00
ALTERNATIVE ACTIVITIES	SCHOOL DISTRICT/COMMUNITY	HOURS	GROUPS/YR	SESSION/YR	COST
EAGALA	FCASD; HTSD; NASD; CVSD; COUNTY DISTRICTS 3, 4 & 13	24	12	288	\$ 20,160.00
GIRLS ON THE RUN	FCASD; HTSD; NASD; CVSD; COUNTY DISTRICTS 3, 4 & 13	24	2	48	\$ 3,360.00
ATOD ALTERNATIVE ACTIVITIES PROGRAM	FCASD; HTSD; NASD; CVSD; COUNTY DISTRICTS 3, 4 & 13	36	3	108	\$ 7,560.00
COMMUNITY-BASED PREVENTION PROGRAMS	SCHOOL DISTRICT/COMMUNITY	HOURS	GROUPS/YR	SESSION/YR	COST
COMMUNITIES MOBILIZING FOR CHANGE	COMMUNITIES SURROUNDING FCASD; HTSD; CVSD; NASD	36	3	108	\$ 7,560.00
ATOD COMMUNITY BASED PREVENTION	COMMUNITIES SURROUNDING FCASD; HTSD; CVSD; NASD	80	3	240	\$ 16,800.00
TOTAL					\$179,060

LINE ITEM	TITLE	PERCENT EFFORT	AMOUNT REQUESTED
Salaries:			
5400	Prevention Specialist	100.00%	\$ 35,000.00
5400	Prevention Specialist	100.0%	\$ 35,000.00
5400	Prevention Specialist	100.0%	\$ 35,000.00
	Total Salary		\$105,000.00
Fringe Benefits:			
5907	Non Med Faculty Salary @ 36.2% and 35.5%		\$12,467.00
5907	Non Med Faculty Salary @ 36.2% and 35.5%		\$12,467.00
5907	Non Med Faculty Salary @ 36.2% and 35.5%		\$12,467.00
	Total Fringe		\$37,401.00 p
	Total Salary and Fringe		\$142,401.00

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Supplies:			
6000	Office Supplies		\$2,000.00
	Total Supplies		\$2,000.00
Travel:			
6300	Mileage		\$3,600.00
	Total Travel		\$3,600.00
TOTAL DIRECT COSTS			\$148,001
TOTAL INDIRECT 20%			\$29,600
TOTAL			\$177,601.00

SFP 10-14 Youth Pre Survey

Appendix A
SFP Pretest

Workshop Location: _____
Date: _____
Participant: _____

Circle an answer to the right of each statement that tells how often each item is done.	a little of the time or never	some of the time	a good bit of the time	most of the time or always
1. My parent(s)/caregiver(s) talk to me about their values and beliefs.	1	2	3	4
2. My parents talk to me about ways to resist peer pressure.	1	2	3	4
3. My parents set rules for me to follow.	1	2	3	4
4. My parent(s)/caregiver(s) tells me what they expect of me and holds me responsible.	1	2	3	4
5. When I follow rules or do tasks well at home or at school, my parent(s)/caregiver(s) gives me praise.	1	2	3	4
6. When my parent(s)/caregiver(s) is upset because I did not follow through with a rule or do a task at home or school, they calmly tell me how they are feeling.	1	2	3	4
7. My parent(s)/caregiver(s) treats me with respect when they discipline me.	1	2	3	4
8. I show my parent(s)/caregiver(s) that I appreciate the things they do for me.	1	2	3	4
9. My parents tell me what the consequences are for breaking their rules.	1	2	3	4
10. My parent(s)/caregiver(s) and I can sit down and work on a problem without yelling or getting mad.	1	2	3	4
11. When I am stressed, I do something to calm myself, like take deep breaths.	1	2	3	4
12. When my parent(s)/caregiver(s) is upset, I try to think about his/her feelings and point of view.	1	2	3	4
13. When I am upset, I am likely to yell, swear, or hit someone or something.	1	2	3	4

SFP 10-14 Youth Pre Survey

14. I can tell when I am starting to feel stress.	1	2	3	4
15. I feel truly loved and respected by my parent(s)/caregiver(s).	1	2	3	4
16. My family has a weekly meeting to talk about plans, schedules and rules.	1	2	3	4
17. When we have a problem, my family works together to find a solution.	1	2	3	4
18. My parent(s)/caregiver(s) does and says things to let me know I am loved.	1	2	3	4
19. My parents expect me to do household chores (for example: doing the dishes or cleaning your room).	1	2	3	4
20. My parents explain the reasons for household rules and expectations.	1	2	3	4
21. My Parent(s)/caregiver(s) let me know their expectations about my using alcohol, tobacco, and drugs.	1	2	3	4
Circle an answer to the right of each statement that tells how much you agree.	Completely Disagree	Disagree	Agree	Completely Agree
22. Making good decisions now will help me reach my goals in the future.	1	2	3	4
23. I know positive ways to help me feel better when I am under stress.	1	2	3	4
24. I have thought of some goals I want to reach when I grow up.	1	2	3	4
25. I know some steps to take to reach my goals.	1	2	3	4
26. I know the consequences I would receive if I used alcohol, tobacco, or drugs.	1	2	3	4

SFP 10-14 Youth Pre Survey

Circle an answer to the right of each statement that tells how likely you would be to do each action.	Very Unlikely	Unlikely	Likely	Very Likely
27. If a friend is pressuring you to do something that could get you in trouble, how likely are you to:				
a. Do it	1	2	3	4
b. Tell your friend some of the negative things that could happen	1	2	3	4
c. Suggest something else to do	1	2	3	4
d. Stay calm even if your friend keeps pressuring you	1	2	3	4
e. Tell your friend you are going to do something else and go on your way	1	2	3	4

SFP 10-14 Parent/Caregiver Post Survey

Appendix B
SFP Parent Post-Survey

Workshop Location: _____

Date: _____

Participant: _____

Circle an answer to the right of each statement that tells how often each item is done.	a little of the time or never	some of the time	a good bit of the time	most of the time or always
1. How often do you know who your youth is with when he/she is away from home?	1	2	3	4
2. I clearly communicate my expectations about alcohol, tobacco, and drug use to my youth.	1	2	3	4
3. When my youth follows rules or fulfills responsibilities, I give him/her encouragement and praise.	1	2	3	4
4. I ask my youth to consider how others feel when he/she misbehaves?	1	2	3	4
5. I discuss my youth's goals and dreams with him/her.	1	2	3	4
6. I explain the reasons for family and house rules so my youth understands them.	1	2	3	4
7. We spend fun time together as a family.	1	2	3	4
8. I show and tell my youth that I love and respect them.	1	2	3	4
9. I reward my youth with compliments and privileges when he/she learns to follow a rule or fulfill a responsibility.	1	2	3	4
10. I explain the consequences of not following my rules concerning alcohol, tobacco and drug use to my youth.	1	2	3	4
11. How often do you make an effort to meet or introduce yourself to your youth's friends and their parent(s)/caregiver(s)?	1	2	3	4
12. I check to see that my youth fulfills responsibilities, such as finishing homework, completing chores, or going to bed at the designated time.	1	2	3	4

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13. I let my youth know I care about him/her while setting limits.	1	2	3	4
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Circle an answer to the right of each statement that tells how often each item is done.	a little of the time or never	some of the time	a good bit of the time	most of the time or always
14. Before reacting, how often do you stop and think about your youth's perspective and how your youth might be feeling?	1	2	3	4
15. I express my hopes and dreams for my youth's future to him/her.	1	2	3	4
16. When my youth tells me something important, I let him/her know that I am trying to understand what he/she is feeling.	1	2	3	4
17. I give my child household responsibilities.	1	2	3	4
18. I find ways to include my youth in family decisions about fun and work activities, in a manner appropriate to his/her age.	1	2	3	4
19. I talk with my youth about ways to resist peer pressure.	1	2	3	4
20. In the course of a day, how often do you know where your youth is?	1	2	3	4
21. When my youth has a problem or is unhappy, I listen and try to be supportive.	1	2	3	4
22. When my youth misbehaves, I enforce consequences without yelling, blaming, or criticizing.	1	2	3	4
23. I discuss our family's values with my youth.	1	2	3	4
24. I set rules for my youth to follow.	1	2	3	4
25. I let my youth know what my rules are and the consequences for breaking them.	1	2	3	4
26. I spend special one-on-one time with my youth talking or having fun.	1	2	3	4
27. When our family has a problem, everyone in the family has input into the solution.	1	2	3	4

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28. I ask my youth what he/she thinks before making decisions that affect him/her.	1	2	3	4
29. I work together with my youth to solve problems that come up at home.	1	2	3	4
Circle an answer to the right of each statement that tells how often each item is done.	a little of the time or never	some of the time	a good bit of the time	most of the time or always
30. I tell my youth how I feel when he or she misbehaves.	1	2	3	4
31. I try to see things from my youth's point of view.	1	2	3	4

What was the most valuable thing(s) you learned during this program?

Please rate the facilitators by circling a number:

The highest score possible is a '5' and it indicates that a facilitator had an effective teaching style, they encouraged participation, and they interacted with participants in a positive way. A '1' is the lowest score possible.

	Lowest					Highest
<i>Parent & Family Facilitator:</i>						
Insert Name	1	2	3	4	5	
<i>Youth & Family Facilitator:</i>						
Insert Name	1	2	3	4	5	
<i>Youth & Family Facilitator:</i>						
Insert Name	1	2	3	4	5	

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Additional Comments:

What did you like most about the program?

What was your favorite weekly gift?

How did you hear about the program?

Do you have suggestions for improving the program for future participants?

If you are willing to, please provide a quote that can be used in recruitment materials to encourage other families to attend:

Social Skills

Reviewer/ Teacher's Name: _____

School: _____ Date: _____

Implementation Checklist

1. For each Major Objective, Activity, or Point to Make listed below, please check "yes" or "no" to indicate if it was covered when the session was taught.

	<u>Yes</u>	<u>No</u>
• Discuss the meaning of friendship.	<input type="checkbox"/>	<input type="checkbox"/>
• Brainstorm adjectives that describe a friend.	<input type="checkbox"/>	<input type="checkbox"/>
• Brainstorm adjectives that do not define a friend.	<input type="checkbox"/>	<input type="checkbox"/>
• Discuss the statement "You have to be a friend to have a friend".	<input type="checkbox"/>	<input type="checkbox"/>
• Discuss how different people find different qualities important in friendships.	<input type="checkbox"/>	<input type="checkbox"/>
• Identify personal qualities students possess of being a good friend.	<input type="checkbox"/>	<input type="checkbox"/>
• Create quilt squares of things students like to do with their friends.	<input type="checkbox"/>	<input type="checkbox"/>
• Session Summary	<input type="checkbox"/>	<input type="checkbox"/>

2. Please check "yes" or "no" if the activities listed below were included in the lesson.

	<u>Yes</u>	<u>No</u>
• Worksheet #16: <i>What Makes A Friend A Friend?</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Worksheet #17: <i>What Kind of Friend Am I?</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Worksheet #18 : <i>Friendship Quilt</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Worksheet #19 : <i>Social Skills Journal Topic</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Distribution of the Parent Letter	<input type="checkbox"/>	<input type="checkbox"/>

3. How much time was devoted to teaching this session? _____