



Allegheny County Department of Children Initiatives

# RFP Response Form

## RFP for Out-of-School Time Capacity Building

### PROPOSER INFORMATION

Proposer Name: Mount Ararat Community Activity Center

Authorized Representative Name & Title: Denise L. Head, Executive Director

Address: 745 North Negley Avenue Pittsburgh, PA 15206

Telephone: 412-441-1852

Email: dhead@macac-inc.org

Website: www.macac-inc.org

Legal Status:  For-Profit Corp.  Nonprofit Corp.  Sole Proprietor  Partnership  
 Local Education Agency (LEA)

Date Incorporated: 4/16/1990

Partners included in this Proposal: N/A.

How did you hear about this RFP? *Please be specific.* We are an existing service provider with Allegheny County and have been a partner organization since 2010. The RFP information was sent via OST staff from Allegheny County Department of Human Services.

Does your organization have a telecommunications device to accommodate individuals who are deaf or hard of hearing?  Yes  No

### REQUIRED CONTACTS

	Name	Phone	Email
Chief Executive Officer	Denise Head	[REDACTED]	dhead@macac-inc.org
Contract Processing Contact	Denise Head	[REDACTED]	dhead@macac-inc.org
Chief Information Officer	Denise Head	[REDACTED]	dhead@macac-inc.org
Chief Financial Officer	Denise Head	[REDACTED]	dhead@macac-inc.org
MPER Contact*	Denise Head	[REDACTED]	dhead@macac-inc.org

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\* [MPER](#) is DHS's provider and contract management system. Please list an administrative contact 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.

Attached

Board Chairperson Name & Title: Rev. Dr. William H. Curtis, Senior Pastor, Mt. Ararat Baptist Church

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.*

Pamela Parks Principal, Pittsburgh Lincoln K-5<sup>th</sup> [pparks1@pghschools.org](mailto:pparks1@pghschools.org) (412)-529-3980  
Ed and Michelle Gainey, Mayor of Pittsburgh & Program Parent, [REDACTED]

Thomas Washington, Homewood Children's Village, Site Manager @ Westinghouse Academy  
[twashington@hcvpgh.org](mailto:twashington@hcvpgh.org) 412-727-7605

### PROPOSAL INFORMATION

Date Submitted 3/2/2022

Amount Requested: \$474,640

### 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, HIPAA, and Pennsylvania's Right-to-Know Law.

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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.

Choose one:

My Proposal contains information that is either a trade secret or confidential proprietary information and I have included a written statement signed by an authorized representative identifying those portions or parts of my Proposal and providing contact information.

OR

My Proposal does not contain information that is either a trade secret or confidential proprietary information.

### **ATTACHMENTS**

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

- Partner commitment letters, if applicable
- MWDBE and VOSB documents
- Allegheny County Vendor Creation Form
- Audited financial reports or other financial documentation for the last three years
- W-9
- Completed budget template

### **REQUIREMENTS**

Please respond to the following. The maximum score a proposal can receive is 110 points. Your response to the following section should not exceed 12 pages. (Pages 1-3 are not included in the page count).

## **RFP for Out-of-School Time Capacity Building**

### ***Organizational Experience (15 points possible)***

1. Describe your organizational experience providing OST programs or programming that works with children and families.

The Mount Ararat Community Activity Center (MACAC) has been providing OST programming since 1990 through its B.R.I.D.G.E.S. afterschool program, Arts program, Mentoring program, and STEM program. Our B.R.I.D.G.E.S. afterschool program offers a safe, nurturing environment that offers tutoring and homework assistance to promote high academic achievement. Our Arts program exposes youth to Visual Arts, Martial Arts, Music, Dance and Spoken Word. Through our S.T.E.M. program we expose students to engineering, science, and technology career opportunities.

The MACAC Mentoring Program is a significant component of MACAC's outreach to youth and is designed to assist middle and high school students in the development of their personal and professional growth. This effort also assists students in developing and assessing their life plans and career goals. Through their participation in the MACAC Mentoring Program, students engage in educational, vocational, recreational, and service-learning activities.

The MACAC Mentoring Program has two components – Middle School (Community-based and School-based) and High School (Professional Development Academy).

The Middle School component assists students in improving academic achievement, increasing class attendance rates, developing, and improving social skills, and reducing dropout rates. The Community-based program is offered at MACAC, and the school-based program is offered at Pittsburgh Colfax, Pittsburgh Obama, Pittsburgh Sterrett and Pittsburgh Westinghouse.

The Community-based program offers one-to-one and group mentoring activities that focus on academic enrichment, career exploration, and spiritual development. Students are developed mentally, physically, and spiritually by promoting spiritual values, positive self-concepts, healthy lifestyles, life skills development, service learning, and healthy relationships. Typical mentoring sessions include prayer, a meal, spiritual development lesson, statements of affirmation, life skill or health & wellness lesson, and one-on-one or group mentoring discussions following the Teach, Empower, Affirm, Mentor (TEAM) curriculum. (The TEAM curriculum is an evidenced based mentoring curriculum focused on the reduction of at-risk behaviors such as truancy, teen pregnancy and bullying.) Mentors and mentees are recruited via a variety of avenues – participant and parent referrals, schools, social media, church recruitment days, flyers, and the MACAC website.

The school-based program offers primarily one-to-one mentoring activities, but also some group mentoring activities - both focusing on academic enrichment and career exploration. Students are matched with a caring adult that shares real-life professional and career experiences. Students are also exposed to a variety of colleges and universities, and careers in the armed forces. Students participate in character development activities within the TEAM curriculum and complete various activities with their mentors that support their career and post-secondary interests. These activities include career research, job shadowing and job-readiness activities. The school-based program operates on both in-school time and out-of-school time schedules. Mentors and mentees

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are recruited via a variety of avenues – participant and parent referrals, schools, social media, church recruitment days, flyers, and the MACAC website. Mentees are also recruited through teachers and guidance counselors.

The Professional Development Academy is a comprehensive career readiness and college preparation program for high school students. It is an out-of-school time, in-school program offered at Pittsburgh Obama and Pittsburgh Westinghouse High Schools that provides high school students with homework assistance, tutoring, character development, and college and career readiness activities. Students are exposed to post-secondary education options and career opportunities in a variety of fields. Group mentoring helps facilitate this exposure by connecting mentors from a variety of different career paths with students who share the same career interest.

The Professional Development Academy also provides peer mentoring opportunities for the high school students to assist middle school students with academic enrichment activities and developing life/career plans. The TEAM curriculum is also used to assist students in their personal development. Students are recruited via a variety of avenues – participant and parent referrals, schools, social service agencies, social media, flyers, and the MACAC website.

All MACAC Mentoring Program participants also participate in academic, recreational, and professional events and activities through MACAC’s partnerships with a variety of organizations, including Video Audio Music and Photography (VAMP), I.T. 4 ME, Drafting Dreams, and the Scouts of America.

The MACAC Mentoring Program also assists all students with completing career awareness and preparation activities, aligned with the Pennsylvania Department of Education’s Career Readiness Indicator. This assistance includes the development of individualized career plans and career portfolios containing accumulated band evidence that help students identify pathways and opportunities for postsecondary success.

A major highlight and integral educational component of the MACAC Mentoring Program are the periodic educational and cultural field trips and the annual out-of-town trip. The periodic educational and cultural field trips expose students to experiences that they may not otherwise participate in, including local college & university visits, plays, lectures, and performances. The annual out-of-town trips allow students to experience a variety of colleges & universities, and places of cultural and historical significance. Previous out-of-town trips have included Chicago, Detroit, New York City, and Washington, D.C., among others. Finally, through these programs we have been able to alter the downward trajectory of students who have been impacted by extreme poverty rates and violence in their communities.

2. Describe your organizational experience working in high-need communities, especially the community(ies) you are proposing to serve.

MACAC has focused on high-need communities since its inception. We primarily serve students and families within the East End of Pittsburgh. Our overall vision has been to strengthen

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fundamental family values through Education, Mentorship, Self-sufficiency, Integrity, a Healthy Lifestyle, Responsibility, and providing Service to Others.

### *Program Design (70 points possible)*

3. Provide an overall description of your proposed Program and how it meets DCI's goals, including:

- Describe how you are opening new quality OST slots (certified childcare or community based) in a community that lacks them. Please include the proposed number of new slots.

To increase available slots for students we propose expanding and renovating our music and dance studios. The larger space coupled, with improved equipment and technology, will make MACAC a more attractive partner for Arts related organizations. The expansion and renovation efforts will allow MACAC to increase its student participation in the Arts program by 75-100 students. The increased quality and consistency created by these efforts will allow MACAC to expand the scope of its Arts program and introduce the MACAC Creative and Performing Arts Summer Camp. This camp initiative will be transitioned into an academy that will be offered throughout the year. During the 8-week summer camp intensive, youth will attend courses taught by professional artists that allow for a deeper exploration into each art form. Courses offered within each art form, respectively, will include:

Dance	Performance Arts	Literary Arts	Visual Arts	Music
Modern	Drama	Oral	Drawing	Instrumental
Ballet	Artistic Expression	Written	Painting	Voice
Tap		Poetry	Ceramic	
Hip Hop		Short Story	Video	
Jazz		Lyric	Photography	
Cultural			Crafts	

- Describe how you will provide a consistent Program schedule that meets the needs of families in your selected community, including the hours and days of operation.  
BRIDGES Afterschool is Monday thru Friday 2:30 PM to 6:00 PM and allows students to attend immediately after school with parents/caregivers picking the students up after normal working hours.  
Camp Harambee Summer Camp is Monday thru Friday 8:00 AM to 4:00 PM and allows students to spend most of a parents/caregivers work day at the camp.
- Describe how you will provide children with a safe space to spend time and the physical location you intend to use.

MACAC is located at 745 North Negley Avenue, Pittsburgh, PA 15206 in a newly renovated 38,000 square foot facility. The facility has secured access at its entrances and throughout the facility, and security cameras on the interior and exterior of the facility. MACAC adheres to all governmental guidelines regarding health and safety requirements, and regularly conducts fire safety drills and active shooter drills with students and staff.

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MACAC is also licensed by the PA DHS, is a STAR 4 participant in the PA Keystone STARS program, and is physically located in close proximity to fire and police stations.

- Describe how you will create opportunities for children to engage in enriching activities and what participants will gain from engaging in your program.

MACAC's Arts program exposes students to the various arts – visual, martial, dance, music, theater, and spoken word – and provides students an opportunity to express their creativity and talents in a structured and fulfilling manner, and observe the diverse talent of their peers.

MACAC's STEM program exposes students to the technical aspects of STEM and allows students to express their creativity and talents in an engineering and technology environment. This exposure is expected to generate significant interest by students in STEM related career opportunities.

- Describe how your Program serves historically underrepresented populations.

Since our inception, our programs have focused on neighborhoods in the East End of Pittsburgh - East Liberty, Larimer, Homewood, Garfield, Lincoln-Lemington, East Hills, Penn Hills, and Wilkinsburg; neighborhoods that historically have been underserved, over policed, and disadvantaged. Most residents in these communities are below City of Pittsburgh medium income guidelines, and regularly experience high crime and sub-standard education in their neighborhoods. To address these concerns, MACAC has consistently focused on providing programs and services that are designed to help residents of these communities.

4. How will your program ensure children of all abilities are served, including English language learners and children with IEPs?

MACAC understands the variety of challenges students may present, including English language learners and children with IEPs. To address these challenges, MACAC partners with organizations that offer professionals that can assist MACAC and students with addressing the variety of challenges that may exist.

5. How will you prevent suspensions and expulsions of children from your Program and ensure enrolled children maintain Program access?

MACAC maintains a participant code of conduct that is reviewed with students and parents, so that standards and expectations are established. Daily communications with parents and being proactive when potential student challenges arise allows MACAC to minimize necessary disciplinary actions. A four-step discipline process that is communicated to the parent, is used when necessary and MACAC continually strives to be fair in its administration of discipline.

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6. Describe the community(ies) in which you intend to locate your OST Program. Why did you select those community(ies)? How will you tailor your Program to respond to the unique needs of the community(ies) you are serving?

MACAC has been located in the East End of Pittsburgh since its inception, and has primarily served families from the Larimar, Homewood, Lincoln-Lemington, East Hills, Penn Hills, and Wilksburg communities. MACAC will continue to focus on these underserved communities, but will accept students from any area that are in need of MACAC's services. MACAC's extensive experience serving these communities has allowed it to obtain an intimate understanding of the needs, stimuli, and concerns of the residents of these communities, thereby shaping programming that is responsive to the community.

7. Describe why you think families will want to enroll their children in your Program.

We believe that youth will want to participate in MACAC's OST Programs because of its rich history of providing diverse experiences and exposures in an environment that is nurturing and caring. We have found that exposing students to culturally sensitive and intellectually stimulating activities encourages the educational process in the students and encourages them to seek new learning opportunities. MACAC partners with a variety of organizations, including Tickets for Kids, Attack Theater, Asset Tutoring, P.A.L.S., and Adagio Health, that continually allows it to expand its diversity of programming offerings.

MACAC's OST Programs use a participatory model that encourages students to learn from each other. In this model students have demonstrated reciprocated enthusiastic encouragement and support of peers.

8. Describe how you will market the Program and how you will create or strengthen formal paths to equitable enrollment.

Historically, we have found that word of mouth – parents and students - has been the most successful marketing tool for MACAC. Participant testimonials continue to be a powerful recruiting tool. MACAC consistently uses traditional marketing methods – marketing cards, outdoor banners, school flyers, church announcements - and exploits social media – Facebook, YouTube, and Instagram - in promoting MACAC OST programs. Personal and professional networks of MACAC and MACAC staff are also kept informed of MACAC OST program opportunities.

The schools that MACAC serve are predominantly African American, however, our programs are available to all students equitably. We use the Teach, Empower, Affirm, Mentor (TEAM) curriculum. (*The TEAM curriculum is an evidenced based mentoring curriculum focused on the reduction of at-risk behaviors such as truancy, teen pregnancy and bullying.*). New participants are recruited via a variety of avenues – current participant and parent referrals, schools, social media, church recruitment days, flyers, and the MACAC website. Finally, we will build and sustain our relationships with the schools we serve by remaining in regular contact with the schools,



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offering assistance when feasible and remaining transparent with changes in staffing and programming.

9. Describe how you will staff your Program and the strategies you will use to recruit, hire, and retain racially diverse staff, staff with relevant lived experience, and staff that reflect the population served.

MACAC offers an attractive work environment with competitive wages and opportunities for advancement. MACAC recruits through popular recruiting channels – Zip Recruiter, INDEED and LinkedIn – but also through its own website and the various media of Mount Ararat Baptist Church. MACAC is also a partner of AmeriCorp, that consistently provides quality personnel.

10. How will any identified challenges be addressed, including low program enrollment or attendance, transportation challenges, or other issues impacting program access?

If the MACAC OST program experiences low attendance, we will explore several avenues to increase attendance:

We will significantly increase existing marketing efforts.

We will ask existing participants – students and parents – for referrals, and for ideas to improve programming.

We will examine what other OST programs are offering in both programming and marketing to see if there are potential benefits to MACAC.

MACAC has two 25 passenger buses that it uses for daily student transportation. If a transportation issue is expressed by a parent of a student in the MACAC OST program we will discuss the exact issue with the parent to see if the student can be accommodated by the existing pick up route.

### *Quality and KPIs (10 points possible)*

11. If you are a certified childcare OST program, provide your STAR level designation and describe your progress towards raising or maintaining this level. If you are an uncertified program, please provide a description of how your program efforts will align as an APOST Quality Campaign member or other nationally recognized quality improvement tool.

MACAC is a Keystone STAR 4. We currently maintain, and seek to exceed, all Keystone STARS Program performance standards for Out of School Time providers. All staff members meet Rising Level A requirements for school age children.

12. Outline the KPIs you would like to use to measure the success of your Program.

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We will use the following KPIs to measure our program success:

Pre/Post Testing in reading and math; Report Cards; Progress Reports; Attendance records  
Standardized Test Prep (SAT, ACT, Middle/High School exams, ASVAB)

### *Financial Management, Budget, and Timeline (15 points possible)*

13. Using the budget template available on our website, provide a detailed one-year, line-item budget that reflects a realistic estimate of the costs associated with implementing and sustaining the Program. The budget template file attachment will not count toward page limits.

- Please provide the number of children you plan to serve both during the summer and during the school year.

MACAC plans to serve 150 students during the Summer and during the school year.

- Please include any other funding sources that would contribute to the Program, including fees to families.

Other funding sources will include fees to families, subsidies, and MACAC fundraising efforts.

14. In the space below, provide a budget narrative that clearly explains and justifies all line items in your proposed line-item budget. Please also describe plans to sustain new Program slots beyond year one.

MACAC is requesting \$474,640 in DCI OST Capacity Building funding. This funding includes \$178,640 in personnel costs (salaries & wages, benefits, and payroll tax expense); \$25,000 in materials and supplies for Dance and Music arts; \$199,000 in Facilities and Operations that will cover improvements to the Dance Studio and Music Studio, equipment for the Dance Studio and Music Studio; and rent, utilities and cleaning expenses.

16. Provide your timeline of how funding will be implemented and when new Program slots will begin.

Upon funding approval, planning for renovations would begin immediately. The timeline from funding approval to new program participants beginning will be six months and includes:

Renovation Planning – 1 month

Renovations – 3 months

Equipment Acquisition – 1 month

Marketing – 4 months (concurrent with Renovations and Equipment Acquisition)

Recruiting & Training – 1 month

New program participants begin.

## DCI OST Capacity Building RFP Budget Proposal Template

**Organization Name** \_\_\_\_\_ Mount Ararat Community Activity Center  
**Contact Name (Full)** \_\_\_\_\_ Denise L Head  
**Business Address** \_\_\_\_\_ 745 North Negley Avenue, Pittsburgh, PA 15206  
**Business Phone** \_\_\_\_\_ [REDACTED]  
**Business Email** \_\_\_\_\_ dhead@macac-inc.org

Item Category		
I. Personnel	Cost	Notes
Staff Salaries & Wages	154000	10 Afterschool Aides
Benefits	7700	
Payroll Tax Expense	16940	11% of Staff Salaries & Wages
<b>Total Personnel Costs</b>	<b>\$178,640.00</b>	
II. Materials and Supplies	Cost	Notes
Program Materials and Supplies	25000	Dance Arts and Music Arts materials and supplies
<b>Total Material Costs</b>	<b>\$25,000.00</b>	
III. Facilities and Operations	Cost	Notes
Dance Studio Renovations	30000	Improvements to the Dance Studio space, including mirrors, marley floor, etc
Dance Studio Equipment	10000	Dance Studio equipment including sound system, dance barres, dance turn boards, etc
Music Studio Renovations	85000	Improvements to the Music Studio space, including sound proofing, engineer room, etc
Music Studio Equipment	40000	Music Studio equipment including studio rack mounts, power conditioner, MIDI controller, etc
Building Expense	34000	Rent, utilities, cleaning
<b>Total Facilities Costs</b>	<b>\$199,000.00</b>	
IV. Contracts and Services	Cost	Notes
Contract Instructors	72000	Primarily professional artists or Arts instructors
<b>Total Services Costs</b>	<b>\$72,000.00</b>	
<b>Total Proposed Budget</b>	<b>\$474,640.00</b>	