



Allegheny County Department of Human Services

# RFP Response Form

## RFP for Teen Programming

### PROPOSER INFORMATION

Proposer Name: Caitlin McNulty

Authorized Representative Name & Title: Caitlin McNulty – Executive Director

Address: 520 Brookline Blvd. Pittsburgh, PA 15226

Telephone: 412-254-4590

Email: cmcnulty@brooklineteenoutreach.org

Website: www.brooklineteenoutreach.org

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

Date Incorporated: October 30, 2015

Partners included in this Proposal: None

How did you hear about this RFP? *Please be specific.* APOST communication

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

### REQUIRED CONTACTS

	<b>Name</b>	<b>Phone</b>	<b>Email</b>
Chief Executive Officer	Caitlin McNulty	412-254-4590	cmcnulty@brooklineteenoutreach.org
Contract Processing Contact	Caitlin McNulty	412-254-4590	cmcnulty@brooklineteenoutreach.org
Chief Information Officer	Caitlin McNulty	412-254-4590	cmcnulty@brooklineteenoutreach.org
Chief Financial Officer	Caitlin McNulty	412-254-4590	cmcnulty@brooklineteenoutreach.org
MPER Contact*	Caitlin McNulty	412-254-4590	cmcnulty@brooklineteenoutreach.org

\* [MPER](#) is DHS's provider and contract management system. Please list an administrative contact to update and manage this system for your agency.

## RFP for Teen Programming

### BOARD INFORMATION

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

See attached list.

Board Chairperson Name & Title: Jason Tigano – Board President

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.*

- Monica Ruiz, Casa San Jose, [REDACTED]
- Brian Baker, Allegheny County Office of Economic Development, [REDACTED]
- Sen. Wayne Fontana, Pennsylvania Senate, [REDACTED]
- Gina Evans, McElhattan Foundation, [REDACTED]

### PROPOSAL INFORMATION

Date Submitted 2/11/2022

Amount Requested: \$100,000

### 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.

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

## **RFP for Teen Programming**

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 – N/A
- MWDBE and VOSB documents
- Allegheny County Vendor Creation Form
- Audited financial reports or other financial documentation for the last three years
- W-9

## **REQUIREMENTS**

Please respond to the following. The maximum score a Proposal can receive is 100 points. Your response to this section should not exceed 12 pages. (Pages 1-3 are not included in the page count).

## **RFP for Teen Programming**

### *Organizational Experience (20 points possible)*

**1. Describe your organizational experience serving the target population, specifically teens from diverse communities and populations. Please including examples of ways in which your organization connects with teens.**

Brookline Teen Outreach has exclusively served youth ages 10-18 since March 2016. Our programming is free and drop in order to appeal to this specific age demographic. By offering a wide array of programming options teens are more likely to find activities that appeal to them. Our connections to dozens of community partners ensures that we are accessible to teens from diverse communities and populations. Our location on the bus line and free Lyft codes ensure that transportation needs can be met now that school bussing transportation has become more difficult. In later sections, our programmatic approaches are explored in more detail.

**2. Describe your organizational experience working in high-need communities.**

Our staff and board has years of individual experience working with diverse high-need communities from a variety of backgrounds independently from their involvement at BTO and are experts in their respective fields. With combined decades of experience from educational, social work, counseling, medical, political, judicial, financial, and community economic development systems provides a comprehensive skill set for navigating diverse communities with an interdisciplinary approach.

**3. Describe your organization's commitment to serving all individuals regardless of their race, ethnicity, sexual orientation, gender identity and expression (SOGIE), intellectual or physical ability, English language proficiency or life experiences. Provide specific approaches used and examples of how they are reflected in your work.**

Brookline Teen Outreach is founded on serving ALL people and has created adapted of programming to be inclusive in day-to-day programming, our partnerships, the staff we hire, and the initiatives we support. BTO works closely with the Latino community, has established a premier LGBTQIA group of support, and partners with the Pioneer school of Pittsburgh to offer adapted social and educational programming. The individualized service concept that is foundational to the BTO program model ensures that we are making informed programmatic decisions based on the individual and the intersectional nature of the communities they identify with. On all levels of programming from registration to program completion.

### *Program Design (55 points possible)*

**4. Provide an overall description of your proposed Programming and how it will provide teens with the opportunity to engage in enriching and interesting activities. If applicable, include how input from teens and/or best practice research was/will be taken into consideration in the design of the Programming.**

Brookline Teen Outreach is a local non-profit with a transformative and holistic approach to youth afterschool programming and mental health. Our mission is to provide quality resources

## **RFP for Teen Programming**

free of charge to youth ages 10-18 in the Greater Pittsburgh area to maximize their potential through educational and social programming, life skills workshops, tutoring, community service opportunities, and licensed counseling. Our programming is founded in education and counseling theories focused on developing the social emotional learning of students while also engaging them in activities and their community. Brookline Teen Outreach has served over 1,500 students since 2016.

Our program intends to produce measurable benefits in young people who are at risk of adverse outcomes by increasing academic performance and promoting decision-making skills. By acting as a safe haven, providing basic homework help, and recreational activities we are improving social skills, teaching conflict management, and increasing academic performance. Activities are developed to be interesting to participants and doable at participants' current level of skill or knowledge but intentionally and incrementally challenging to help them grow. Additionally, activities targeting youth who perform poorly academically or behaviorally are a top priority for BTO.

### **5. Describe how your Programming will provide a physically and emotionally safe space for teens.**

At Brookline Teen Outreach, we provide trauma-informed care to teens in a way that fosters safety, healthy relationships, and empowers students to achieve their potential. Many of the teens that attend BTO have come from difficult places. Whether it's abuse, neglect, relational conflict, or other forms of trauma – we make it our goal to meet each teen where they are. At BTO, we believe in approaching each teen from an individualized, empowering, and trauma-informed perspective. We provide them with a safe space where they can be heard, practice using their voice, and developing their skills. This method is effective for all students, even those that come from healthy stable environments, because everyone flourishes in spaces where they feel respected, seen, and valued.

At BTO, we believe that every behavior is a form of communication, and every encounter can be a therapeutic encounter. Therefore, we make it a point to see the need behind the behaviors. Many teens have the need for connection, safety, and learning healthy ways to cope with the hard things that are going on in their lives. We then take these needs that we see in the space and create innovative programming that serves the various needs of each of the teens. BTO fosters an environment where teens can form healthy relationships with their peers and caring staff members. Everywhere you turn, teens are engaging with one another. They are learning more about themselves, how to recognize and communicate their needs, and problem solve in relationships. From the smallest encounters to the largest, positive connections are being made.

Many of these moments are the ones that have compiled to create positive and powerful experiences for the teens at BTO. They build their resilience, develop self-esteem, learn healthy communication skills, develop and maintain positive relationships, and move forward towards the goals they have for themselves. Their lives are transformed, and they often go forth to transform their families, schools, and communities. From a place of connection and safety, the lives of teens and the people in their spheres of influence are changed forever.

## **RFP for Teen Programming**

### **6. Describe how your Programming will provide teens with opportunities to make positive connections to peers, adults and their community.**

Brookline Teen Outreach (BTO) provides three distinct areas of support to teens for social and emotional development: after-school (social and educational) programming, tutoring, and counseling. BTO combines these three areas to assist teens in the social and emotional learning process. These strategies help give teens the tools and space to develop self-awareness, self-management, social awareness, responsible decision-making, and relationship skills, and contribute to BTO's overall success. Serving between 50-70 kids daily as a drop in site time programming has to be fluid and adaptive, with content customized to suit the needs and interests of individuals. By providing tutoring and homework help and extensive STEM opportunities using a mentorship model we give students the chance to thrive academically and become poised for future success. Youth make connections with peers, mentor staff, and the community through the range of opportunities described in sections below.

### **7. Why do you think teens will want to participate in your Programming?**

We have already proven that teens want to attend our program as we have consistently grown our participation numbers each year since 2016. Free services offer an easy level of participation entry for youth regardless of status or demographics and are all afforded the same opportunities to participate in dozens of activities on a daily basis. Our space offers freedom of autonomy within a safe and structured environment maintained by highly trained and vetted adults.

Our target clientele is Brookline youth ages 10-18 who are at-risk, looking to escape their current situation, seeking an alternative to 'hanging on the streets', bullied, or not otherwise socially engaged outside of school. The graduation and dropout rates for the local High School have consistently been worse than national and state averages. We have set the bar high so that we can create something truly meaningful in this community. Teenagers voluntarily seek our teen center as a source of self-betterment (and fun), and parents navigate towards the center on behalf of their children. In addition, we have a significant amount of counseling referrals, tutoring referrals, and those seeking to fulfill mandated service hours. By creating a new space, we are inviting teens to have a place of their own and to take ownership of their place in the community.

### **8. Describe how you will market your Programming and open referral pathways.**

Brookline Teen Outreach is marketed through social media, an established website, informational podcast, monthly e-newsletters, and print advertising in local media publications.

We have established referral pathways through all neighboring school districts and have reciprocal relationships with school administration to more comprehensively address student need. In addition, we are connected to APOST, other social service agencies, the youth judicial system, non-profits working with younger children, and local library branches and are regarded as a top provider for afterschool programming for teens in the southern city neighborhoods. In addition, we are a referral choice for many local doctor's offices because of our wide-ranging system of support.

## **RFP for Teen Programming**

9. Describe how you will staff your Programming 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.

Brookline Teen Outreach is staffed by a diverse group of individuals that represent diverse backgrounds. We have four key paid staff members. Because BTO is a drop-in center, we maintain a high staff ratio of no more than seven students per one adult. To maintain excellence in care and opportunities provided to our students while still off-set staffing costs, additional staffing positions are fulfilled through internship programs through twelve local universities at the undergraduate, graduate and doctoral levels from education, counseling, social work, nursing, psychology, sociology, and other service professions to increase staffing and foster a real-world growth environment for emerging professionals.

Both paid and unpaid positions are advertised in several publications and platforms (print, radio, internet – free and paid sites) to insure a wide cross section of individuals is reached.

10. Describe how your Programming set teens on a positive trajectory toward adulthood and any skills you expect teens to gain (e.g., socioemotional, leadership, workforce-related, conflict resolution skills).

In addition to our general afterschool programming model, we use the following groups and special programming to enhance the student experience and help teens establish a positive trajectory toward adulthood.

### **Adventure Programming**

Aligning with the mission to provide quality resources for teens that maximize their potential, Brookline Teen Outreach offers adventure programming.

Adventure-based programming is designed to expose teens to places or experiences outside of the teen center where they can be exposed to nature, challenges, and growing opportunities.

Many of the adventure programming opportunities are nature-based. Teens learn survival skills, how work together as a team, increase awareness of their strengths, and have fun! Specifically, Brookline Teen Outreach has partnered with the Audubon Society of Western Pennsylvania to provide monthly hikes led by Ryan Stauffer. Each hike has a strategic theme and corresponding activities that combine the teens' connection with nature, one another, and themselves. Past hike themes have included building outdoor shelters, learning to build a campfire, and plant and bird identification.

BTO has a hiking boot and rain gear lending program, to alleviate barriers and ensure that all teens have the opportunity to participate. For all adventure programming, group rules are created and established. Through engaging with these expectations, teens learn about the importance of communication, safety, respect, and consequences. Working with staff to abide by these expectations teaches teens to learn to respect nature, others, and themselves. In addition, participants are encouraged to be in the "here and now." To facilitate this atmosphere of

## **RFP for Teen Programming**

presence, teens have painted a special cell phone box where phones are stored during adventure programming.

Each adventure outing is accompanied by a variety of group activities that encourage teamwork, problem solving, leadership skills, and self-exploration. These include cooperative games, trust building exercises, and strengths-based activities. Through adventure-programming, teens are able to explore new experiences and environments, all while learning about themselves, each other, and the world around them.

Overall, adventure programming presents teens the opportunity to explore new skills, develop their strengths, confront their fears, and work together as a team. All adventure programming is facilitated by staff who are available to support and encourage the teens as they learn and grow. This support and encouragement is vital as the teens engage with these experiences that facilitate their own self-exploration and development.

### **Art Activities**

Brookline Teen Outreach's art program serves as part of our holistic approach to provide quality programming that fosters social emotional learning, self-expression, and skills exploration. Through the art program, teens explore their artistic interests and expression using a variety of mediums. Art is a way that teens can learn more about their own self-awareness and develop tools to help them engage in self-management. Therefore, this program fuses art with character education and social emotional by using evidence-based lessons that focus on anger and conflict management, building leadership qualities, self-esteem, positive support systems and physical and emotional health.

This program is grounded in educational and counseling theories that aid in developing the teens' social and emotional learning. Due to the challenging life circumstances many of these teens face, they often do not have a safe outlet for expressing their emotions. It can be very hard for them to talk about the issues they are facing or have faced in their life, so the art program provides an outlet where they can use their hands to express what they are feeling. The art program provides a therapeutic and safe space for this self-expression. In addition, art becomes a positive coping skill for many of the teens at the center. Upon completing projects, teens have the option of taking their artwork home or choosing a place to display it at the center. The teen space is filled with various projects completed by teens throughout the years.

BTO staff are continuously working together to develop new, dynamic, and therapeutic art activities that stimulate creativity, self-expression, and social emotional learning. Teens are invited to share and discuss their artwork and its meaning, as well as listen to the stories of others' artwork. Such discussion facilitates a space for social emotional learning that is both internal and external. In addition to the art projects at the center and those taken home, the art program also engages teens in a variety of community art projects. These are projects completed by teens at the center, and then displayed throughout the community. This serves as a way to collaborate with other local agencies and engage the teens in the wider community.

In addition to these activities, BTO staff continuously listen for and solicit input from teens about art activities, they would be interested in exploring. Inviting them to have a voice about the



## **RFP for Teen Programming**

programming they do is beneficial for program success, as well as their own personal development. Overall, the art program provides a space where teens can increase their confidence, social-emotional awareness, and respect for self and others. Therefore, the influence of this program not only impacts the teens who participate, but also the world around them as teens take what they have learned into their families, schools, and communities.

### **Community Service**

The goal of Brookline Teen Outreach's Community Service Program is to provide a space for teens offenders to complete their community service hours in a way that fosters growth, reconciliation, and community connection. This program is built on the concept of restorative justice, which seeks to rehabilitate offenders through reconciliation with the community.

BTO offers a customized approach to community service so that teens can learn and grow in a positive way. From the initial interview of a juvenile during the intake process, there is a clear understanding between BTO and the offender that they must agree to the rules and policies of BTO. In addition, instead of tasks being delegated to the offender, they get to choose from a list of tasks that need to be completed. Teens are taught skills, trained, and held accountable to their commitments and expectations.

Teen offenders not only complete their service hours but are also be invited into the fold of the organization. This facilitates the process of becoming a community member as they serve. Teens engage in relationships, mentorships, skill building, and a forever bond with their community. For many teens, this is one of the first spaces where someone has believed in them, invested in them, and taken the time to come alongside them and help them grow. This type of integrative and relational model is an effective way to ensure that teens will not re-offend. In addition to their service hours, teen offenders are invited to become integrated into the general programming of Brookline Teen Outreach. Upon completing their daily or weekly hours, they are invited to stay at the center for programming. This includes counseling, tutoring, workshops, art programs, events, and meals. Community service at BTO goes beyond the tasks that are mandated, but instead it's an educational and cathartic opportunity to become a part of a living-learning environment.

Overall, offering community service for teen offenders serves an important purpose for the offender and the community at large. A system of trust and reconciliation is fostered as teens engage in their service, and a positive experience with their community is fostered.

The mission of Brookline Teen Outreach is to involve teen offenders and embed them into the activities and support system of the organization so that upon leaving, they can better themselves and their communities. Lives are being changed as BTO works to change the perception of community service work as an act of restorative justice. This impacts the youth and entire community in a meaningful way as teens become more effective and invested members of their community. Recidivism rates are lowered, teens develop a strong work ethic, and bridges are built within the community.

### **Girls' Group**

## **RFP for Teen Programming**

The Girls' Group at Brookline Teen Outreach serves as a safe space where the girls at BTO can gather weekly to discuss topics that are important to them and explore skills to help them cope with life's challenges.

Many girls at the teen center come from environments where they may not get the opportunity to ask hard questions about gender, relationships, and how to cope with the challenges of adolescence. Girls' group serves as a space where they can discuss those hard topics among their peers, with the support of a caring adult.

Girls' group also serves as a place where girls can learn to respect themselves and one another. Expectations are created and maintained as a group, ensuring that the group remains welcoming, inclusive, and respectful towards all members. The development of healthy relationships among group participants and leaders serves as a model for the relationships they can foster in other areas of their lives.

Art is often used during girls' group to facilitate discussions, practice emotional coping, and explore different skills. Therapeutic techniques are utilized by the group facilitator that help girls to engage with their artwork in a way that is explorative, healing, and therapeutic. Through these experiences, girls gain an awareness of their emotions through this process, which helps them to grow in their own self-awareness and self-care practices.

Communication is key to the function of girls group. Participants are encouraged to provide input regarding topics and activities they would like to try in future groups. Staff encourage this communication, as it fosters the girls as they develop their own agency and leadership skills.

Girls' group also serves as a place where girls can learn about healthy decision making and boundaries. Many participants have not had examples of healthy relationships in their lives. Therefore, girls group is an opportunity for them to discuss the models they have had, explore any changes or differences they would like to see in their own lives, and begin to access the tools that can help them live out their values.

Many participants are facing various challenges in life pertaining to family, school, and relationships. Girls' group is a place where they can openly discuss these challenges in an atmosphere of acceptance and openness. Through this experience of being heard and accepted for who they are, girls can grow in their self-confidence and self-respect. Then, from this place of confidence, girls are therefore empowered to make healthy choices that align with their interests and goals.

Overall, girls' group serves as a safe place where girls can learn, grow, and thrive, which is key to their social and emotional development. Through participation in girls' group, girls are able to live from a place of confidence as they learn to overcome challenges, cope with their emotions, and move forward in life in the direction of their goals and passions.

### **Guys' Group**

The Guys' group at BTO is a way for our male youth to engage in activities that help them develop their identities and socioemotional relationships with a specific focus of the role of being

## **RFP for Teen Programming**

a man in the 21st century. Through fun and reflective activities, youth reflect on stereotypes commonly linked to men in society, develop emotional recognition, naming and regulation, develop skills to have fulfilling relationships with others, learn about topics of social justice, and more.

The Guys' Group is based on the program Manhood 2.0 by the University of Pittsburgh Department for Adolescent Research. In this format, each week the guys engage in discussions about topics such as healthy relationships, male stereotypes, violence (emotional, physical, verbal, sexual, etc.), messages about gender roles in the media, sexual identification, gender and biological sex, equity, abuse, empathy, self-care, racism, consent, STIs.

The general objective of the group is to provide a safe space for male teens to discuss and have their questions answered. Guys' Group fosters openness about topics that might be hard to talk about in other contexts and therefore allows teens to explore common issues of interest at this stage of life.

Guys' Group gives an opportunity to the guys to touch upon not only topics in which they have mastery, but also to take time to learn and express their doubts and areas of doubt. We provide reliable information to help the guys engage in more mature decision making.

Guys' Group is geared toward promoting self-agency and self-esteem in its members. Adolescence is a complex stage of life in which the Guys must manage family, friends, romantic involvement, school and other factors. We are here to accompany our male youth in their journey towards a healthy masculinity in the 21st century.

### **Homework Help**

Homework help is offered daily from 3 pm to 5 pm. This space allows students to earn rewards by simply spending these two hours completing homework. Each child will be provided with a homework reward chart and an advisor. The child will then get hours accumulated on the chart and will receive a reward at the end of the week based on hours completed.

Overall Brookline Teen Outreach statistics show that in a given academic year 93% of students begin at Brookline Teen Outreach and end up completing the program. This percentage can be highly impacted by participation in the homework club considering only 27.6% of these student's parents or other adults living in the region earned their high school diploma. It may be difficult for the parents of these students to help them with their schoolwork considering they may not have learned what the student is currently learning.

This club allows the students to receive one on one help with various subjects ranging from: math, science, English, literature, history art, music, health, foreign language, computer science, and many more that they may be struggling. The advisors who will be helping with the homework club are volunteers or professionals who all have a high school diploma, along with many having completed college or even a master's degree.

Research done by Brookline Teen Outreach has shown that 90% of the students reported that homework help and one on one tutoring sessions that focus on reading, science, and math for all

## **RFP for Teen Programming**

age and ability levels has helped to improve their overall school performance. The idea of the homework club is to push students to want to work more on their homework in order to succeed and set them up for long lasting success in the future.

### **LGBTQIA+ Group**

Youth don't always find it easy to ask questions about sexuality or gender. Between gossip, misrepresentation on television, and the growing awareness that other identities exist, youth have more questions than they feel able to ask. By providing information, facilitating discussions, and maintaining an open-minded approach to identity, BTO staff can help youth learn about and discuss LGBTQ issues.

This weekly program will focus on the concepts of safety, growth, education, and celebration of LGBTQ identities. These meetings will be inclusive of both LGBTQ youth and allies, with 4 types of meetings rotating monthly.

The first week of each month will be a support group meeting for LGBTQ youth. This meeting space will center conversations and activities that allow LGBTQ to safely explore their identities, as well as the ways that these identities may change over time. We will also explore what relationships currently look like in their life, and what types of relationships they want to pursue as they move forward.

The second week of each month will be an education group meeting for LGBTQ youth. This meeting space will focus on LGBTQ history and the development of different LGBTQ cultures in America. We will provide opportunities for youth to understand and explore their own relationship with LGBTQ culture and history, as they learn about how it developed and exists today.

The third week of each month will be an education group meeting for both LGBTQ youth and allies who want to ask questions and learn about LGBTQ identities in a safe space.

The fourth week of each month will be an education group meeting for both LGBTQ youth and allies. This meeting space will focus on media portrayals of LGBTQ life and people. We will also explore local LGBTQ art and figures, and how they have impacted American art/culture. If possible, field trips to community LGBTQ events will be planned to allow LGBTQ youth and their allies to experience immersion in LGBTQ culture outside of the teen center, in designated, safe environments with supportive staff members.

As part of this program, staff will be educated in Safe Space policies as applied to LGBTQ identities. Staff will also be equipped with resources to provide youth who have questions or concerns. (Resources for youth and adults who care for them will be provided online and at the BTO site. These resources will be updated as needed.)

### **STEM**

Brookline Teen Outreach's STEM program serves as part of our holistic approach to provide quality programming that fosters student engagement, development, and growth. STEM plays a

## **RFP for Teen Programming**

significant role in our afterschool program in fostering the academic and career success of the teens who walk through our doors.

The goal of the STEM program is to promote interest and awareness of STEM among traditionally underserved groups, including girls and young people of color. Exposure to science, technology, engineering and math is critical during the tween and teen years when students' natural curiosity drives interest and builds capacity for success in these disciplines. This is an ideal time to engage youth who might otherwise not have access to STEM experiences in these simple, FUN, hands-on activities that help them make connections between scientific principles and real-world applications.

Programs are run using common items that BTO has on hand, or they can be adapted to thematic units. Using everyday materials, the current four units allow youth to explore science concepts like engineering design, chemistry, energy/electricity and technology. Programming is provided by staff, as well as outside contributors that have expertise in STEM areas. These partnerships provide teens the opportunities to develop positive relationships with caring adults who are passionate about the field.

Teens engage in activities relating to energy and electricity, engineering design, chemistry, technology, and more. Examples of STEM programming include Birdbrain Technology robotic boxes, Carnegie Science Center Events, germination, hydroponics, camping, light engineering projects, extensive garden programming, and much more.

Each STEM lesson contains questions and discussion that will provide youth with opportunities to learn how they can use scientific principles in their daily lives and put their science and technology knowledge into practice. Teens develop an appreciation for the relevance of science and technology in their lives and future college and career interests.

It is our goal to provide dynamic programming that reflects student interests and is ever changing based on their input. Therefore, seeking the feedback of teens is crucial to the STEM program. This serves to not only provide programming that caters to their needs and interests but increases their self-esteem and communication capacities as they contribute to the program planning and implementation process.

Through participation in the STEM program, teens can associate the subject areas of science, technology, engineering, and mathematics with something that is fun, engaging, and of interest to them. This increases their involvement and investment in STEM-related activities at school and in their community and encourages the pursuit of STEM careers. STEM engagement thus enhances the lives of teens and their communities, both now and in the future.

### ***Implementation Challenges (15 points possible)***

#### **11. If your Program experiences low attendance, how will you engage more teens?**

Brookline Teen Outreach (BTO) works closely with neighborhood schools, social service agencies, and other providers to act as a resource to parents, guardians, and educators. While

## **RFP for Teen Programming**

most students engage with on their own accord, many are referred to us by school administrators and teachers for tutoring and social engagement, physicians' offices for mental health services, and other social service agencies as we service ages and a location that others do not. We also participate in numerous community events across the county to share information about our services on a regular basis and have a strong network of connections through APOST. If we were to experience low attendance, we would request to speak at schools, increase informational literature at referral sites, and increase our marketing efforts via social and traditional marketing.

### **12. If one of the teens in your Program experiences behavioral or mental health issues, what will you do?**

Brookline Teen Outreach is founded on educational and counseling theory. All of our staff, interns, and volunteers have a background in mental health services and receive extensive training on mental health best practices for youth during onboarding and monthly professional development sessions. Our established protocol for addressing behavioral and mental health issues is proven to be effective and grounded in the latest best practices. We also offer counseling services through our partnership with Compassionate Counseling, which is housed within the Brookline Teen Outreach building and serves people of all ages. We are well connected to other providers and refer out to other agencies on a regular basis for regular mental health care, crisis care, and inpatient and outpatient treatment centers.

### **13. If a parent of a teen in your Program expressed the family's need for support outside of what your Program can provide, what will you do?**

Brookline Teen Outreach is dedicated to serving youth holistically, which extends to their entire family system. Our programming is led by student need and interest and so our staff is always looking for additional resources to serve youth more deeply even if those services extend beyond our capacity. BTO issues a variety of resources monthly via social media and our monthly newsletter. In addition, we have created a quick resource guide to address a myriad of needs. This includes information on educational services, social services, food access, resource for food and clothing, financial services, utility services, and much more. This quick guide also refers to county wide database services that are far more extensive and easily navigable including but not limited to 211, Aunt Bertha, and Allegheny County specific listings for services.

### ***Budget (10 points possible)***

### **14. In the space below, provide a detailed one-year, line-item budget that reflects a realistic estimate of the costs associated with implementing and sustaining the Programming.**

#### **Expenditures**

5000 PROGRAM EXPENSES

5010 Transportation 500.00

5020 Program supplies and services 50,000.00

5030 Food / Beverage 6,000.00

Total 5000 PROGRAM EXPENSES 56,500.00

6000 PERSONNEL RELATED COSTS

## **RFP for Teen Programming**

6010 Contract Services - Program Related 24,000.00  
6070 Workers Comp Insurance 600.00  
Total 6000 PERSONNEL RELATED COSTS 24,600.00

### **6100 FACILITIES & EQUIPMENT**

6115 Utilities 12,000.00  
6120 Repairs & Maintenance - Facility & Equipment 1,000.00  
6130 Equipment Rental 1,000.00  
6140 Property Insurance 7,000.00  
6150 Property Taxes 1,500.00  
6160 Depreciation Expense 6,300.00  
6165 Mortgage Interest expense 10,000.00  
Total 6100 FACILITIES & EQUIPMENT 38,800.00

### **6200 SERVICES & SUPPLIES**

6210 Office Supplies 50.00  
6215 Postage, Mailing Service 50.00  
6220 Printing and Copying 5.00  
6250 Accounting Fees 2,500.00  
6255 Legal Fees 500.00  
6260 Professional Consulting Services 22,300.00  
Total 6200 SERVICES & SUPPLIES 25,405.00

### **6300 INSURANCE**

6310 Insurance - D&O 600.00  
6320 Insurance personal principal policiy 750.00  
Total 6300 INSURANCE 1,350.00

### **6400 TRAVEL & MEETINGS 500.00**

### **6500 MARKETING & ADVERTISING**

6510 Marketing & Promotions Expense 300.00  
6520 Advertising Expense 300.00  
6530 Fundraising Events Cost 1,000.00  
Total 6500 MARKETING & ADVERTISING 1,600.00

### **66000 Payroll Expenses**

Taxes 15,000.00  
Wages 105,000.00  
Total 66000 Payroll Expenses 120,000.00

### **9900 Business Expenses**

60920 Business Registration Fees 500.00  
Total 9900 Business Expenses 500.00  
Total Expenditures \$269,255.00

## **RFP for Teen Programming**

**15. In the space below, provide a budget narrative that clearly explains and justifies all line items in your proposed line-item budget.**

### **Expenditures**

**PROGRAM EXPENSES** - this section of the budget accounts for all direct programming services and supplies including transportation, program related activities, food and beverage, and costs of outside programmatic provider services.

**PERSONNEL RELATED COSTS** - this section of the budget relates only to workers comp insurance costs and contracted services for non-direct programming related to organizational function including 1099 contractors.

**FACILITIES & EQUIPMENT** - expenses included in this category are utilities, basic minor facility repairs, property insurance, property taxes, mortgage interest expenses, maintenance supplies and cleaning products (paper towels, toilet paper, soap, cleaning products for bathroom and kitchen).

**SERVICES & SUPPLIES** - included in this category are office supply costs, postage, printing and copying, legal fees, accounting services, IT services, broker fees and other professional consulting services.

**INSURANCE** - includes directors' and officers' insurance and personal principle policies for two key staff as a mandate of our mortgage agreement.

**TRAVEL & MEETINGS** - covers the cost of off-site travel and meeting costs for paid staff

**MARKETING & ADVERTISING** - within this category marketing, fund raising, and advertising expenses for promotion of programming and events is included

**PAYROLL EXPENSES** - wage costs and taxes for four staff members, specifically executive director, program coordinator, community outreach coordinator, and lead program facilitator.

**BUSINESS EXPENSES** - cost captured in this category include website maintenance fees, virtual programming and onboarding platform costs, staff scheduling software, accounting software costs, and business registration fees.