



Allegheny County Department of Human Services

RFP Response Form

RFP for Teen Programming

PROPOSER INFORMATION

Proposer Name: Mount Ararat Community Activity Center Mentoring Program

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

Address: 745 North Negley Avenue Pittsburgh, PA 15206

Telephone: [REDACTED]

Email: dhead@macac-inc.org

Website: www.macac-inc.org

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

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

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

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BOARD INFORMATION

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

Board Chairperson Name & Title:

[REDACTED]

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.*

Ed & Michelle Gainey – Mayor of Pittsburgh & Program Parents,

[REDACTED]

Coleen Fedor – Executive Director, Mentoring Partnership of SWPA,

[REDACTED]

PROPOSAL INFORMATION

Date Submitted 3/2/2022

Amount Requested: 274,200

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

REQUIREMENTS

Please respond to the following. The maximum score a Proposal can receive is 100 points. Your response to this section should not exceed 7 pages. (Pages 1-3 are not included in the page count).

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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.

The Mount Ararat Community Activity Center, Inc. (MACAC) was established in 1990. MACAC is dedicated to helping East End individuals and families through outreach. We offer an array of programs and services that are available to the community and promote collaborative efforts with entities that are vital to the community. Our vision is to strengthen fundamental family values to keep families functioning in a healthy and empowered manner. We believe that by removing the traditional barriers, families, and ultimately communities, will be strengthened.

MACAC focuses on the family as a comprehensive unit and has an ideology that this can promote fundamental change in the conditions that limit the quality of life for those we serve. MACAC focuses on prevention and intervention with problematic issues, primarily through its outreach to youth as a means of breaking the cycle of disadvantage.

The MACAC Mentoring Program has been in existence since 2002 and 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 goals of the program are to reduce the high school dropout rate, achieve academic excellence, and promote health & wellness among teens.

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

MACAC has been located in and focused on communities of high need since 1990. We primarily work with students and families within the East End of Pittsburgh, many of whom are considered high-need. Our program areas include an Early Childhood Development Center where we accept subsidized students through ELRC, Head Start and Early Head Start Programs. MACAC also serves high-need families through our Clothing Bank and Food Pantry, in partnership with the Greater Pittsburgh Community Food Bank. Our overall vision is to strengthen fundamental family values through education, mentoring, self-sufficiency, a healthy lifestyle, and providing service to others. It is MACAC's goal to serve the entire family by providing holistic programs and services.

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.

MACAC is committed 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. MACAC continually strives to maintain a culturally

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responsive and culturally sensitive environment that is inclusive of all individuals. MACAC's Youth Director has completed SOGIE training and other MACAC Youth staff are scheduled to complete SOGIE training soon. MACAC Youth program activities encourage and promote youth self-esteem and teach ways in which youth can maintain self-confidence, identity, a feeling of belonging, and a feeling of competence.

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.

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 a meal, character 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.)

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.

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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.

Through our Mentoring programs we have taken a holistic approach designed to help students meet their full potential. Through specific program activities, the mentoring programs successfully enrich each student's spiritual life, builds academic competencies, teaches social skills, while helping to improve student's self-perception. We offer programming that is age appropriate, provides skill development, and cultural enriching - promoting academic success, self-confidence, and a powerful sense of community. Additionally, by providing Arts (visual, martial, dance, music, theater, and spoken word) programming, we are creating spaces for students to express their creativity and talents. We offer S.T.E.A.M. to expose students to engineering and technology. Furthermore, by providing nutrition education through our various health and wellness partners, our students learn the value of healthy eating, exercise, and physical activity. The Mentoring programs also offer traditional supports including tutoring assistance, sports, and physical activities.

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

MACAC's program is licensed by the Pennsylvania Department of Human Services and is currently a STAR 4 in the Keystone STARS quality improvement program. The students and families have access to multiple spaces within the MACAC facility through the Mentoring program, summer camp, and during various community outreach events. We provide students and families with safe spaces that are both physically and emotionally warm and inviting. We review our safety policies annually and have a secured entry system and security cameras. Visitors must be buzzed in to gain access to the building and are restricted to the lobby area and not permitted to access classrooms and other program spaces. Also, MACAC is centrally located near both police and fire stations in the event those services are ever needed. MACAC follows all government guidelines pertaining to health & safety issues and are currently adhering to CDC guidelines to assist in preventing the spread of COVID-19. We also test our staff and students weekly for COVID-19 and routinely conduct fire safety and active threat drills. Our newly renovated 38,000 square foot facility has designated areas in which our students and community

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can utilize in large or small groups. Each of these areas are easily assessable with clearly labeled signage. Our facility has a full-size gymnasium, a commercial kitchen, cafeteria, dance studio, computer and STEM labs, art studio, game room, outdoor play spaces, and age-appropriate classrooms.

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

Through our teen's participation in the various activities and programs, we will provide them with the opportunity to be exposed to new and endearing relationships with other mentees, mentors, staff, and providers whom our mentees interact with daily. As a result, our mentees are afforded the opportunity to develop lasting relationships. Through our relationship with the Mentoring Partnership of Southwestern PA, our students are afforded the benefit of all mentors being vetted and trained before they are matched with a mentee. All staff, mentors, volunteers and providers are required to complete all necessary clearances and trainings in order to work with children. Also, as a Keystone STAR 4 facility all staff are required to be familiar with the employee code of conduct, employee handbook, and all STAR 4 requirements and procedures for out of school time providers.

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

We believe youth will remain engaged in our programming because of the diverse experiences and opportunities we provide. We believe that our diverse programming and partners offer our students a significant advantage. Through our relationships with organizations including Tickets for Kids, Attack Theater, Asset Tutoring Partners to Advance Learning in STEM, Adagio Health, and Pittsburgh Action Against Rape, we can offer a variety of fun and educational experiences that will facilitate the growth of teens academically, socially, and culturally. 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 field trips expose students to experiences that they may not otherwise experience, 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, Philadelphia, and Washington, D.C. and others. Finally, we include a teen interest survey on the application to assist in determining the programming we want to include.

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

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

We also use personal and professional networks to promote our programming. Finally, we will build and sustain our relationships with the schools we serve by remaining in regular contact with the schools, offering assistance when feasible and remaining transparent with changes in staffing and programming.

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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.

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 AmeriCorps, who consistently provides quality personnel.

10. Describe how your Programing 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).

The T.E.A.M. (Teach, Empower, Affirm, Mentor) curriculum is used to assist students in their personal development, the curriculum includes workshops that focus on, study skills, problem-solving, listening skills, time management, the value of friendship, resisting peer pressure and anti-bullying just to name a few. Additionally, the strong mentor/teen connection that we aim to foster is one avenue that can lead to our teens having a positive trajectory in their adulthood. Teens get to inquire, hold conversations, and work with mentors to help propel them in a direction that can lead to success in the classroom, their communities, and in life. That connection coupled with our college tours, trade school visits, guest speakers, and service-learning opportunities are key to helping our teens build upon their future successes. By exposing our teens to various post-secondary options, we are helping them to become well rounded individuals who can become major influencers in their schools and ultimately leaders in their communities.

Implementation Challenges (15 points possible)

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

If the MACAC Mentoring 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 Mentoring programs are offering in both programming and marketing to see if there are potential benefits to MACAC.

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

If a student in MACAC's Mentoring Program experiences behavioral or mental health issues we would have an extensive discussion with the parent/caregiver to determine the depth of the issue and what steps have been taken to address the issue. This discussion would include resources that are available to the parent/caregiver and student. MACAC has a direct relationship with Mount Ararat Baptist Church which has a licensed counseling program. If counseling is an option, Mount Ararat Baptist Church's counseling program would be offered as an option.

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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?

In addition to MACAC offering an array of programs and services that are available to the community we participate in a variety of collaborative efforts with other entities that are vital to the community. We would make referrals to those organizations that have the ability to provide the required support. Our vision is to strengthen fundamental family values to keep families functioning in a healthy and empowered manner. We believe that by removing the traditional barriers, families, and ultimately communities, will be strengthened.

In the event a family needs additional supports outside of the scope of our teen programming, we would further discuss the family's needs and possibly connect the family with both in-house services as well as identifying providers outside of our facility. MACAC would attempt to connect our families with any services we are aware of as well as research other potential providers who can possibly address that family's needs.

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.

Line item budget attached

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

The Teen afterschool proposed budget includes funding for 3 Site Coordinators, including benefits and payroll tax expense; program materials and supplies; transportation for field trips; building related expenses including rent, utilities, and cleaning; and professional services, including independent program service providers.

The Teen summer program proposed budget includes funding for 3 Site Coordinators, including benefits and payroll tax expense; program materials and supplies; transportation for field trips; building related expenses including rent, utilities, and cleaning; and professional services, including independent program service providers.

Please populate only the green cells. If you are proposing to have locations at multiple sites, please complete a tab for each site. If you are proposing to provide over 3 sites, please copy and paste onto new tabs.

	total # of children requesting funding for**	rate	days	total
Afterschool	50	\$27	180	243000
Summer	20	\$40	39	31200
				274200

**DHS funding if for free programming, so children funded through private pay and subsidy should not be included in this request
 **Funding can be requested for a subset of total number of children served

Afterschool	Expense
Personnel	160380
Staff	133650
Benefits	7290
Payroll Tax Expense	19440
Operations (supplies, rent)	48600
Materials & Supplies	9720
Transportation	7290
Building Expense	31590
Other	9720
Professional Services	9720
Indirects	24300
*Total	243000

Total funding request based on seats 243000
 *Total should total funding request based on seats

Summer	Expense
Personnel	20592
Staff	17160
Benefits	936
Payroll Tax Expense	2496
Operations (supplies, rent)	6240
Materials & Supplies	1248
Transportation	936
Building Expense	4056
Other	1248
Professional Services	1248
Indirects	31200
*Total	31200

Total funding request based on seats 31200
 *Total should total funding request based on seats

Please populate only the green cells. If you are proposing to have locations at multiple sites, please complete a tab for each site. If you are proposing to provide over 3 sites, please copy and paste onto new tabs.

	total # of children requesting funding for**	rate	days	total
Afterschool		\$27		0
Summer		\$40		0
				0

**DHS funding if for free programming, so children funded through private pay and subsidy should not be included in this request
 **Funding can be requested for a subset of total number of children served

Afterschool	Expense
Personnel	0
Operations (supplies, rent)	0
Other	0
Indirects	
*Total	0

Total funding request based on seats
 *Total should total funding request based on seats

Summer	Expense
Personnel	0
Operations (supplies, rent)	0
Other	0
Indirects	
*Total	0

Total funding request based on seats
 *Total should total funding request based on seats

Please populate only the green cells. If you are proposing to have locations at multiple sites, please complete a tab for each site. If you are proposing to provide over 3 sites, please copy and paste onto new tabs.

	total # of children requesting funding for**	rate	days	total
Afterschool		\$27		0
Summer		\$40		0
				0

**DHS funding if for free programming, so children funded through private pay and subsidy should not be included in this request
 **Funding can be requested for a subset of total number of children served

Afterschool	Expense
Personnel	0
Operations (supplies, rent)	0
Other	0
Indirects	
*Total	0

Total funding request based on seats
 *Total should total funding request based on seats

Summer	Expense
Personnel	0
Operations (supplies, rent)	0
Other	0
Indirects	
*Total	0

Total funding request based on seats
 *Total should total funding request based on seats