



Allegheny County Department of Human Services

RFP Response Form

RFP for Teen Programming

PROPOSER INFORMATION

Proposer Name: Planned Parenthood of Western Pennsylvania.

Authorized Representative Name & Title: Christine Gordon

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

Date Incorporated: 1/27/1949

Partners included in this Proposal: [Click here to enter text.](#)

How did you hear about this RFP? *Please be specific.* We received an email from the Pittsburgh Public Schools Out of School Time Program alerting members to this RFP.

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	Sydney Etheredge	[REDACTED]	[REDACTED]
Contract Processing Contact	Christine Gordon	[REDACTED]	[REDACTED]
Chief Information Officer	N/A	Enter number.	Click here to enter text.
Chief Financial Officer	Kristen Hathaway	[REDACTED]	[REDACTED]
MPER Contact*	Christine Gordon	[REDACTED]	[REDACTED]

* [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.
Please see attachment.

Board Chairperson Name & Title: Rebecca Foster, Board Chair

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.*

Tausha Bonner-Johnson, New Voices for Reproductive Justice
[REDACTED]

Gonzalo Bird Munoz, Project Silk (formerly) and Carnegie Mellon University (current)
[REDACTED]

Katherine Samuels (Health Teacher, Westinghouse Academy)
[REDACTED]

PROPOSAL INFORMATION

Date Submitted 3/2/2022

Amount Requested: \$87,168

CERTIFICATION

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

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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 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 12 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.

Planned Parenthood of Western Pennsylvania's (PPWP) Peer Education Program provides comprehensive sexuality education (CSE) and support to young people in diverse communities and populations within Allegheny county to help them develop the knowledge, skills, and confidence necessary to achieve healthy, safe, and fulfilling lives. In addition, the Peer Education program also aims to improve sexual health outcomes as evidenced by reduced rates of unintended pregnancy and sexually transmitted infections while seeing increased high school completion among participants. This program is in its 30th year and merges leading sexual health educational approaches and learning materials centered on positive youth development and relationship building in order to respect and address the specific needs of the different communities in which we work.

The Peer Education Program provides lessons and facilitates conversations with underserved middle and high school youth in Allegheny County about the physical, emotional and social components of human sexuality. It targets two groups of students: 1) a broad segment of youth in participating schools and organizations who receive foundational sexual health content through educational sessions, and 2) a group of students who apply and are accepted into the Peer Helpers program; receive long-term, intensive education in sexual health topics; and are trained to act as a resource to their peers. While the focus of the Peer Education Program is on Peer Helpers (the long-term, peer-to-peer mentoring program), Peer Education staff also deliver PPWP's 6-8 session Lifeskills curriculum to the larger groups of students within Peer Helpers program sites. This is often in conjunction with health teachers, and is an important place to fill in the gaps left by an institutional lack of high quality comprehensive human sexuality education.

Peer Helpers is a cohort of dedicated students who receive weekly lessons throughout the school year. These lessons are year-to-year and support their individual and collective growth in the areas of: leadership development, self worth, relationship building, critical thinking skills, and sexual health knowledge and skill-building. Most of these students remain in the program for multiple years, often beginning in seventh grade and continuing until high school graduation, with new Peer Helpers invited to apply after either being referred by a staff member, a current Peer Helper or by undergoing Lifeskills. In Peer Helpers sessions, highly relatable, engaging, and knowledgeable facilitators deliver lessons from nationally recognized health education manuals. Sessions cover seven major categories taken from the *National Sex Ed Standards, 2nd Edition: Consent and Healthy Relationships, Anatomy and Physiology, Puberty and Adolescent Sexual Development, Gender Identity and Expression, Sexual Orientation and Identity, Sexual Health, and Interpersonal Violence*. This is with the intent of helping students internalize the content and preparing them to be valuable resources for other students. Peer Helpers are provided with a variety of opportunities to perform peer education work, such as: planning and participating in youth events, attending community meetings, tabling, assisting in leading lessons, and sharing PPWP's youth-friendly sexual health textline, It's Ok To Ask Someone (IOTAS).

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Studies on CSE have shown that these programs help to delay sexual activity, and to help youth be prepared if they do become sexually active. This education provides both knowledge and skills that support good decision making, risk reduction and healthy relationships.

To meet requests made by area schools and organizations for programming, PPWP delivers Lifeskills sequences in a wide variety of schools and youth-serving organizations across Western Pennsylvania including: South Hills Middle School, Westinghouse Academy, Urban Pathways Charter School, Brashear High School, Mount Lebanon High School, City Connections, and Fusion, among others.

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

PPWP works within a variety of underserved communities within the Pittsburgh area, in both school and community settings. Our Education Department office is located in Hazelwood, a community that has been underserved for many years. According to the Greater Hazelwood Neighborhood Plan, published in 2019, Hazelwood's average median household income is only \$25,000 in comparison to the city of Pittsburgh's average, \$44,092. Forty-seven percent (47%) of households in Greater Hazelwood earn less than \$20,000 a year. Hazelwood has a larger proportion of families living below the poverty level; 53% of children below the age of eighteen live in poverty, compared to the city of Pittsburgh's average of 31%. Food security and healthcare are found to be two primary concerns in the Hazlewood community including high rates of diabetes, fatal accidental overdoses, hypertension, and depression. Allegheny County Health Department data from 2014 shows that Hazelwood teens experience higher rates of teen pregnancy than other areas of the city and higher rates of sexually transmitted infections. PPWP has brought services to the community to reduce barriers and increase access to care and information.

In addition to working in the Hazelwood community, we also work with a diverse population of youth in the greater Pittsburgh area through Pittsburgh Public Schools, among others. In the 2021-2022 school year, we are currently working with Westinghouse Academy, Brashear High School, South Hills Middle school, Urban Pathways Charter School, and City Connections. According to Pittsburgh Public Schools enrollment data, Brashear High school students identify as 45% African-American/Black, 32% white, 9% Latinx, 8% multiracial, and 6% Asian. At Westinghouse, students identify as 93% African-American/Black, 4% multiracial, 2% white and 1% Latinx. At South Hills Middle School, 39% identify as African-American/Black, 27% as white, 13% as Latinx, 11% as multiracial, and 10% as Asian. An average of approximately 78% of students are considered to be economically disadvantaged within the schools we serve. Similarly in the Greater Hazelwood community, 86% of community members are considered to be economically disadvantaged.

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.

The mission of PPWP is to help people live full, healthy lives - regardless of income, insurance, gender identity, sexual orientation, race, ethnicity, or immigration status. PPWP provides high-quality, inclusive, and comprehensive sexual and reproductive health care services to all people

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with respect and compassion. PPWP also advocates for public policies that protect and expand reproductive rights and access to a full range of sexual and reproductive health care services. PPWP expands on their commitment to inclusive healthcare by providing medically accurate education that advances the understanding of human sexuality, healthy relationships, bodily autonomy, and promotes research and technology that enhances reproductive health care and access.

At its core, Peer Education is actively creating safe learning environments where students feel comfortable and are supported by trusted adults. Peer Education staff model how to respond to questions in an educational, destigmatizing way. Peer Helpers internalize that culture and extend it outside of the classroom. We begin our group lessons by creating group agreements, prior to beginning any lesson, to ultimately decide and discuss as a group how to best make the space as safe and inclusive as possible. The group agreements are written with the students on a poster board before being hung up in the classroom. The group agreements are often referred to throughout the classes and group meetings as we navigate challenging topics and are frequently updated when needed. Inclusivity is also demonstrated by using pronouns and names preferred by the youth and encouraging the group to do so as well.

Our comprehensive Lifeskills curriculum is also adapted for five City Connections sites, which is continued programming for students 18-21 with moderate to severe disabilities. Lessons are designed and implemented to be inclusive and meet students where they are developmentally. One of the barriers to engaging a diverse group of students is the language barrier. In our clinics, we are able to provide a translation service via phone to anyone who needs it. In a number of our classes students speak multiple languages and oftentimes English is not the students' first language. We reduce this barrier by providing handouts with pictures and the associated words typed in English and the translation, if we know in advance. Occasionally we are able to teach using multiple languages with the assistance of language teachers and students. Many students have shared that they like reading along with what we are saying so we will often give them a guided lesson plan and provide presentations with visuals via slideshows. Videos are often used with language subtitles on the bottom of the screen. While teaching, we stress the importance of providing examples from multiple cultures. By providing more culturally responsive teaching, students are more likely to engage and are ultimately empowered. We are always striving to find additional ways to support and meet the needs of the students we work with.

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.

We are proposing the continuation and expansion of the Peer Education program, along with our IOTAS sexual health textline. As noted above, Peer Helpers is a long-running program for middle and high school youth in which knowledge, skills, and confidence around sexual health and leadership are built, and youth are supported in multiple ways throughout their participation in the program. This program has the following goals:

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Goal # 1:

Improve Peer Helpers' sexual and reproductive health outcomes including reducing the risk of Peer Helpers being involved in an unintended pregnancy or contracting an STI. This will be accomplished through increasing Peer Helpers' knowledge about healthy sexual behaviors, increasing their self-efficacy (confidence) around practicing healthy sexual behaviors, and increasing self-reported healthy behaviors. This includes delay of sexual initiation and, for sexually active teens, consistent use of condoms and birth control. This establishes healthy sexual and reproductive behaviors in adolescence.

Goal # 2:

Achieving a 100% success rate of obtaining high school diploma or equivalent for senior Peer Helpers who have been in the program longer than 1 year.

Goal # 3:

Offer the student body in each participating school and youth across Allegheny County a medium through which to ask questions about pregnancy prevention, HIV and STIs, relationships, and other sexual health topics.

Goal # 4:

Increase foundational sexual health instruction in participating schools and youth-serving organizations to a broad population of students, including on STI and pregnancy prevention strategies, by offering the LifeSkills program to area schools and youth-serving organizations throughout the year.

Goal # 5:

Providing a safe, affirming space for youth to celebrate and explore their identities, to learn information and skills related to sexual and overall health, and to examine their attitudes and behaviors.

These goals are measured through a variety of methods, including a pre/post survey that is administered to Peer Helpers at the beginning and end of each school year that provides us with information about goals 1 and 5, following the graduation (or equivalency achievement) of peer helpers for goal 2, tracking the average number of questions that IOTAS receives each month for goal 3, and the number of Lifeskills programs delivered for goal 4.

In 2021, in response to the covid-19 pandemic and related school closings that severely impacted our traditional Peer Education programming, Peer Education staff piloted a virtual internship program called the Peer Action Internship (PAI). The PAI creates a space for teens to feel supported, confident, and capable in becoming sexual health leaders who work together building stronger, healthier, and more just communities. The PAI engaged ten existing or recently graduated high school Peer Helpers (ages 15-20) in intensive CSE, peer educator skills training, and leadership development. In the 20-week internship, participants completed a comprehensive review of human sexuality education topics such as anatomy, consent, sexually transmitted infections (STI), pregnancy, sexual orientation and gender identity and expression, along with related topics such as mental health, self-care, and communication. The weekly online meetings featured guest speakers and included required reading and self-reflection exercises. Interns designed and completed a project from one of the four focus areas (visual arts, teaching, writing, or organizing) which was

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showcased at the end of the year. Interns were also paired with community mentors to help facilitate their learning and skill development in their focus area. Upon completion of the internship, each intern received a stipend.

Evaluation and monitoring were important for understanding the effectiveness of the PAI and supporting appropriate program refinement. A mixed methods approach among 2021 PPWP Peer Action Interns sought to assess sexual health practices, safer sex knowledge, and confidence of interns following program participation. The evaluation consisted of a pre/post-survey and focus group that examined program outcomes and provided important insight into participants' practices, knowledge, and confidence. Survey results identified areas of positive change across key areas of safer sexual health practices, sexual knowledge, and increased confidence in sexual health practices following program participation. Focus group findings highlight the value and importance that participants found through the internship. Findings contribute valuable information on the pilot internship program and future discussions around the program and improvement.

The positive results of the PAI pilot leads us to propose assembling another cohort in the summer of 2022. While we have been able to return to in-person teaching in schools for the 2021-22 school year, there have been some schools that have not been able to resume the peer helpers program as they continue to navigate covid impacts, and the virtual design of PAI allows students to join from a variety of schools without having to worry about transportation, which has been a barrier to many youth in the past. We are planning to use the feedback we received from the evaluation process to adapt the program for a shorter time frame, and with a more manageable schedule, which will also be more feasible for many youth during the summer. We will aim for a goal of 15 interns, each of whom will receive a stipend upon completion of the program. They will meet virtually twice a week for six weeks, have opportunities to meet and work with community partners in their areas of focus, and will complete a final project with close guidance from their mentors to add to their portfolio at the end of the internship.

In addition to our two full-time staff, we will need additional temporary or contract staffing support for the PAI programming. For the 2022-2023 school year, we propose additional staff to support the peer education programming. We would like to add an additional person part-time for each semester, which will enable us to expand to additional classes, and potentially even additional schools, and will also serve to assist us in being better able to meet students' needs.

Finally, we also propose dedicating a portion of this funding to updating and improving our sexual health textline, IOTAS. We can upgrade the platform and processes to make them easier to navigate, and include dedicated staffing time to this program. Additionally, we can increase marketing and promotion of the program to expand awareness and access for youth throughout our service area.

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

PPWP Peer Education staff form strong relationships with students. These supportive adult relationships are informed by an asset-based and youth-centered approach and provide important scaffolding for students as staff focus on developing their critical thinking, leadership, and

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communication skills. Staff provide support for Peer Helpers inside and outside of the classroom, working to understand and combat some of the challenging, nuanced life circumstances and traumatic experiences that may interfere with individual students meeting certain expectations.

Programs provide a safe, affirming space for youth to celebrate and explore their identities, to learn information and skills related to sexual and overall health, and to examine their attitudes and behaviors. This is an invaluable step in a student's journey to learn, to advocate for themselves and to set life goals, all of which are necessary components for improving physical and mental health, and for building a more equitable, just society for everyone. It is recognized by the Sexuality Information and Education Council of the US (SIECUS) as a fundamental element of successful CSE, and that CSE is a tool for widespread social change.

Nationally, there is a movement towards addressing the specific needs and concerns of Black girls through sex education, under the leadership of such organizations as the Women of Color Sexual Health Network (WOCSHN), and the Association of Black Sexologists and Clinicians (ABSC). Planned Parenthood Federation of America (PPFA) has joined this initiative, under its new Director of Education, Dr. Sara Flowers, a WOCSHN member whose work has focused on the importance of representation and intersectionality in sex education. In Western Pennsylvania, the Black Girls Equity Alliance is working to address the needs of Black girls.

The Peer Education Program is responsive to this shift towards providing sex education that recognizes and honors the unique experiences and challenges facing youth caught in the intersections of sexism, racism, classism, and other oppressions. This lens is adopted in this proposal, with the Peer Education Program's focus on using sex education as the means to create safe spaces for middle and high school youth to explore their identities, values and goals about sex, relationships, bodies, etc. through activities, lessons, discussions, and project based learning. Professional Learning Standards for Sex Education (PLSSE) developed by the Sex Education Collaborative and published in November 2018 state: "A safe learning environment allows students to explore and articulate their beliefs, values, and experiences relevant to sex education." (p. 5)

Relationship-building between Peer Education Staff and Peer Helpers is the key element of creating these safe, affirming spaces in which youth trust the adult staff. Aside from events, Peer Helpers approach Peer Education staff throughout the year requesting support and guidance around things like birth control, break ups, sexual assault, mental health, and more. It requires enormous initiative and maturity to begin these types of conversations, and it's reasonable to assume that doing so is partially in response to being involved in the program.

Peer Helpers themselves must be safe and trusted resources in the school for peers to talk and look up to. Peer Helpers are therefore expected to remain respectful, open-minded, and committed to themselves, their learning and their communities. This is an integral part of the program, and it all stems from the crucial setting of expectations at the very beginning of our programs when our educators create a group agreement that explicitly lays out this expectation of respect, inclusion, and creating a safe space for all students, which is reinforced and revisited frequently throughout their time in Peer Helpers.

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

The Peer Education program has always focused on helping youth create these positive connections to peers and their communities. This is done through providing various opportunities to plan events, such as sexual health-focused parties at our downtown location in 2019 and 2020 (pre-pandemic), to promoting our IOTAS textline, to co-facilitating lessons with our educators, to collaborations with other community partners, and facilitating involvement with the Black Girls' Equity Alliance (BGEA). This is in addition to encouraging them to serve as "go-to" sources of accurate sexual health information for their friends and peers. While this is an informal method of connecting them to their peers and communities, it is something we have observed throughout the years, as Peer Helpers come to us with questions or seeking resources for friends and acquaintances, or encourage others to seek us out as trusted adults who can provide accurate information and resources.

Some examples of these opportunities include sexual-health focused parties where over 50 youth from a variety of schools in and around Pittsburgh attended and participated in games and activities teaching CSE topics, and had the opportunity to get tested for sexually transmitted infections (STIs). These events were youth-planned and led, with support from our staff, and were incredibly successful, with youth reporting they learned new things, increased their comfort talking about sexual health topics, and increased their confidence with getting tested for STIs.

Another example is a program we piloted just before the pandemic between the Carnegie Library in Squirrel Hill and the Peer Education Program to have a Peer Helpers station in the teen space during Pittsburgh Public Schools half days. Peer Helpers successfully built relationships with the library youth through conversations and activities. We plan to restart this program over the summer and continue throughout the 2022-2023 school year. We will also explore using this same model in schools during lunch periods, with Peer Helpers hosting a table providing information, resources, and educational games to other students.

Another developing idea is to have Peer Helpers lead structured activities and lessons with youth at PPWP's youth drop-in center, which is located in Hazelwood, in addition to the already existing option of co-facilitating alongside staff educators during Lifeskills classes in the schools and community spaces when possible.

Along with these opportunities, we also work to provide strong community connections to youth-serving partner organizations, such as Project Silk, New Voices for Reproductive Justice, Center of Life, the BGEA, and Steel Smiling among others. This connects them to other supportive adults and resources within their communities.

The PAI focused more intensely on these opportunities, and the virtual format allowed interns to participate more easily in co-facilitating lessons with staff as well as leading presentations in community settings. In the evaluation report, Dr. Teagen O'Malley noted that, "Focus group participants expressed how the internship allowed them to increase their communication skills around sexual health. Some participants described a refinement in the way they share sexual health information with others because of program participation." One intern stated, "I feel like, in Peer

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Helpers, it was more just teaching us the information so that we could learn it for ourselves. And during the internship, it was me teaching younger kids what I already know. So, it was more like applying the knowledge during the internship.”

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

Youth participate in our programming for a number of reasons. First, they want to be a part of the safe and affirming space provided and they believe in the sexual and reproductive health education and care that PPWP provides. Students enjoy being leaders in their schools and communities to share information and teach other students about CSE. The space ultimately helps students feel supported, confident and capable in becoming sexual health leaders who work together in building stronger, healthier communities through discussions, structured lessons, team building, and project-based learning where they are empowered to impact the direction of the learning.

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

We have consistently marketed our programs and provided resources and referrals to the youth we work with in a variety of ways. Social media is seen as the most used communication mechanism among youth. Using social media outlets such as Instagram and TikTok is not only a great way to disseminate information but also market our programming to potential peer helpers and interns. Opportunities for social media ads to engage more youth would also help us to connect and directly impact more youth in Allegheny County. In addition, our connections to schools in and around Pittsburgh, and the youth with whom we already have relationships, allows us to market our programming directly to youth, and Peer Helpers and Interns serve as ambassadors to our programs as well. Finally, as members of the Pittsburgh Public Schools Out of School Time program, we will have our program advertised using their existing methods for youth and families that are available for all families to explore. The IOTAS textline is already a known and trusted resource for youth, and we will build on that as well.

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.

A number of strategies are used to ensure we recruit, hire and retain a diverse staff with relevant lived experience that reflect the population served. Our interview process is extensive to ensure measures are taken to incorporate diversity and inclusivity. Education department staff are involved in the process and ongoing conversations are had regarding potential candidates and their ability to provide representation of the populations we serve, and share lived experience with the youth. Diverse groups of Peer Helpers participate in the youth interview portion of the hiring process and provide feedback to help us identify the best candidates for positions that work with youth.

In 2021, PPWP engaged in an extensive process with a Diversity, Equity, and Inclusion consultant, CORAJUS, to determine how to improve our organization’s endeavors to ensure we are engaging in equitable and inclusive processes in all areas of our affiliate. We now have an Equity, Diversity, Inclusion, and Anti-Racism strategic plan that we are working to implement. One of the key elements we are working to address is all aspects of Human Resources, including recruiting, hiring,

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and retaining diverse staff, and expanding diversity among our board members across multiple categories. We are organizationally committed to having staff and board members at all levels that reflect the diversity of our communities and the populations we serve.

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).

PPWP's educators continue to pursue opportunities to engage the Peer Helpers and Interns in leadership opportunities and develop new methods for sharing information and being a resource for other students. As explained above, we utilize a multitude of avenues to provide opportunities for growth, including the IOTAS textline, co-facilitation of sexual health lessons to youth in their schools and communities, support for planning and implementing youth-friendly events, and connections to a wide variety of organizations that serve youth. These opportunities not only support their knowledge and leadership skills, they also improve their critical thinking skills, communication skills, professional skills, and socioemotional skills.

Peer Helpers and Interns also show improved sexual health outcomes as evidenced by reduced rates of unintended pregnancy and STIs, while seeing increased high school completion among participants. Studies on CSE have shown that these programs help to delay sexual activity, and to help youth be prepared if they do become sexually active. This education provides both knowledge and skills that support good decision making, risk reduction and healthy relationships.

Because we employ an assets-based and youth-centered approach, we are able to affirm and support youth, and build strong relationships over many years, becoming trusted adults in their lives and providing scaffolding for students to develop their critical thinking, leadership, communication and conflict-resolution skills.

Implementation Challenges (15 points possible)

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

Prior to Covid-19 our programming was done completely in person. The impact of the pandemic led our education department to become more creative in how we reached youth. Virtual options for Peer Helpers and the PAI introduced a new opportunity to serve youth in different locations in and around Pittsburgh. The PAI was a strategy to encourage more teen engagement and provide additional support, especially in a very uncertain time. The virtual option helped increase access by addressing the common barrier of transportation for youth, while providing a safe and affirming space for youth to engage and explore. The intensive nature of the PAI meant that fewer students would be able to participate, but the quality of the program's impact would increase. The evaluation findings confirmed the effectiveness of this approach. We would prefer to reach as many students as possible, however the quality of the services we provide is more important than the quantity. We do not want to sacrifice the level of support we can provide the students we serve just to serve more students, less effectively.

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Because we have been providing this programming for many years, we have a strong sense of how to best engage youth and encourage participation. One method we use currently is incentives that are provided to youth for participation in the program. These incentives include cash stipends, opportunities to participate in various events they are interested in, snacks, field trips and positive connections with their peers and our staff.

If we were to experience low attendance, we would also engage the youth in assisting us to bring in new participants, not only by encouraging or incentivizing them to do so, but also by asking for and listening to their ideas and continuing to adapt the program to better suit their needs.

Increasing awareness of our programs through increased marketing and promotion will also encourage more youth to participate, and the addition of a virtual option expands access to more youth in Allegheny County.

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

Mental health has been especially challenging for the youth we serve, particularly during the Covid-19 pandemic. If one of our teens in the program starts to experience behavioral or mental health issues, we will meet that student's needs on an individual basis. Mental health is a very personal and individualized experience; we can provide support to that student through providing a safe space, listening to them, discussing options and strategies, and providing resources and referrals where needed. We worked with Steel Smiling, a local nonprofit focusing on mental health support, during the PAI pilot, and plan to continue that collaboration by having them participate in workshops with Peer Helpers and Interns in the future. We are also actively building and strengthening relationships with other community partners and will continue to do so as it helps us to better support the youth we serve.

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?

As stated in Planned Parenthood's values, we may act as a liaison to other services in the community if additional care or support is needed - and the education department is regularly adding additional resources to our list of support organizations. Youth, parents, and teachers have access to our resource list that includes what each organization does, the support they provide and contact information. We will continue to take each person's request for care with respect and integrity, making sure to follow student confidentiality guidelines while providing a safe and affirming space for care. In doing so, we will recommend additional organizations for support based on the individual's needs and facilitate introductions when needed.

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.

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PPWP Teen Programming Proposal Budget		
I. Personnel	Cost	Notes
Peer Education Coordinator	\$13,439.00	50% of salary and fringe for summer (8 weeks), 20% of salary and fringe for school year (44 weeks)
Peer Education Specialist	\$11,647.00	50% of salary and fringe for summer (8 weeks), 20% of salary and fringe for school year (44 weeks)
Temporary or Contract staff	\$12,500.00	\$2,500 for summer PAI cohort, \$2500 per semester for 1 full day per week Peer Education (x2)
IOTAS staff	\$7,500.00	\$20/hour for seven hours per week for 1 year
Total Personnel Costs	\$45,086.00	
Non-Personnel Costs	Cost	Notes
Materials	\$3,000.00	Teaching materials and supplies, ~\$250/month
Marketing	\$2,000.00	For social media ads and other promotions
Evaluation	\$3,000.00	For evaluation of Peer Helpers and PAI
Snacks	\$1,800.00	\$200/month x 9 months
Intern Stipends	\$4,500.00	\$300 per intern, 15 interns
Guest Speaker stipends	\$2,000.00	Community partners who work with Peer Helpers and Interns
Peer Helper stipends	\$10,000.00	\$100 annual stipend per peer helper, ~100 peer helpers/year
Mileage for staff travel to sites	\$2,400.00	~\$100 per month, per staff = \$200x12
IOTAS improvements	\$5,000.00	Contracted provider to assist us in upgrading platform
Total Non-Personnel Costs	\$33,700.00	
III. Facilities and Operations	Cost	Notes
Allocated portion of administrative expenses	\$8,382.00	25% of \$33,527
Total Facilities Costs	\$8,382.00	
Total Proposed Budget	\$87,168.00	

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

The biggest expense for our proposal is personnel costs at \$45,086. This includes a portion of the salary and fringe for our two full time positions, the Peer Education Coordinator and Peer Education Specialist. It also includes money for contract or temporary staff support as outlined above, for the PAI program in the summer, and 2 days per week, per semester for support with Peer Helpers. It also includes 7 hours per week for a staff person to assist with IOTAS administration.

The non-personnel section includes necessary teaching materials and supplies, money for promoting peer education programs and IOTAS on social media and through printed materials, snacks, and stipends as incentives for youth participation, and stipends for community partners

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who collaborate with us to provide programming to the youth. It also includes travel costs for staff traveling to in-person programming, improvements to the IOTAS platform, and evaluation costs.

Facilities costs consist of 25% of the total operations, occupancy and administrative costs allocated to the education department in 2021, which equaled \$33,527. We are requesting 25% of the total because the Peer Education program is one quarter of our education programming.