



Allegheny County Department of Human Services

RFP Response Form

RFP for Teen Programming

PROPOSER INFORMATION

Proposer Name: **Small Seeds Development Inc.**

Authorized Representative Name & Title: Keino Fitzpatrick. CEO.

Address: [Redacted]

Telephone: [Redacted]

Email: [Redacted]

Website: www.ssdipgh.org

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

Date Incorporated: June 10, 1999

Partners included in this Proposal: N/A

How did you hear about this RFP? *Please be specific.* ACDHS OST Office

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	Keino Fitzpatrick	[Redacted]	[Redacted]
Contract Processing Contact	Keino Fitzpatrick	[Redacted]	[Redacted]
Chief Information Officer	Keino Fitzpatrick	[Redacted]	[Redacted]
Chief Financial Officer (contracted provider)	Cameron Professional Services Grp, LLC	[Redacted]	[Redacted]
MPER Contact*	Emily Hric	[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.

BOARD INFORMATION

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

Melvin Hubbard El

SSDI Board Chairman

Community Advisor to the Mayor of Pittsburgh/ [Redacted]

Sylvia C. Wilson, M.Ed.

SSDI Board Secretary

Pittsburgh Public School District Board of Directors, Pittsburgh Federation of Teachers, Retired

Pittsburgh Public School Teacher [Redacted]

Melita Hatley-Terry

SSDI Program Committee Chair

Community Engagement Coordinator

University of Pittsburgh Alzheimer Disease Research Center/ [Redacted]

Donna McLemore

SSDI Board Member

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Small Seeds Devloepment Co-Founder / [REDACTED]

Thomas D. Mooney, CPA

SSDI Finance Committee Chair

Partner/KPMG LLP / [REDACTED]

Kevin Kresinsk

SSDI Broad Member

Senior Vice President

Wells Fargo / [REDACTED]

Denise Rankins

SSDI Board Member

Vice President/Sr. Grp Operations Manager of Wealth Management/Head of Employee Success Program

Bank of NY. Mellon / [REDACTED]

Keino Fitzpatrick (non-voting)

SSDI Chief Executive Officer

Small Seeds Development, Inc. / [REDACTED]

Board Chairperson Name & Title: Melvin Hubbard El, Community Advisor to the Mayor of Pgh.

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.*

Fund for Advancement of Minorities through Education (FAME)

Daryl Wiley, CEO
[REDACTED]

Cameron Professional Service Group, LLC

Francine Cameron, President/CEO
[REDACTED]

Three Rivers Youth

Aaron Mickens, VP of Operations
[REDACTED]

PROPOSAL INFORMATION

Date Submitted 3/2/2022

Amount Requested: \$500,000.00

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 12 pages. (Pages 1-3 are not included in the page count).

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.

Since 1999, Small Seeds Development (SSDI) has been offering youth programming throughout the City of Pittsburgh and Allegheny County, first initiated through our Mother to Son Program (MTS) that offers single mothers and female guardians, their male children, ages 6-18, and their siblings the social emotional and educational safety needed utilizing methods of T.I.C. (Trauma Informed Care). TIC involves participants in understanding and recognizing their own physical, psychological and personal well-being in the manner of building a platform and formation between parent and child as shared through individual and group engagement in a safe learning environment between the home, school and community.

Our ability to training staff in youth, parent and family development has been key to our approach with supporting teens specifically. We believe that each teen develops in their own unique manner and parenting is differentiated across families specifically raising male teens. We utilize multiple targeted approaches to connect with teens where they are, allow teens to have voice in what they believe they can do and how far they can go is critical. In-addition, we are the only community-based programming that requires the involvement of parents to be on site and present with their youth during on-site training/workshop programming. Nevertheless, we offer distance and remote enrichment activities without the

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parental present's in-addition to age specific attractive engagements and activities not limited to: college tours, corporation tours, personal development, sporting and leisure events. The targeted methods, resources and curricula used by our staff to support our work has been, but not limited to:

- Dr. Maliaka Turner “SpeakHER and Motivation that Moves” series: Facilitates seeing single-mothers discover their innate parenting skills and personal talents; as well as assisting them in creating a bond between their abilities with tangible goals, that produce life-changing impact for themselves, their children and family unit. Video conferencing, audio sharing, motivational talks, educational workshops and authorship, with single mothers having the opportunity to learn and become facilitators of the group meetings is essential in the process.
- Thrively: An online learning platform that leverages students' unique strengths, interests, and aspirations to build the skills they need for success in the K-12 classroom and beyond.
- ACT Raising Safe Kids: Training developed and coordinated by the American Psychological Association's Violence Prevention Office. The curriculum is based on research showing that through individual and parenting education utilizing the curricula, teens and parents learn how to foster healthy and safe relationships between one-another.
- Youth Responsibility Act: Inspired by “The Happiness Institute” and Professor Martin Seligman's study of positive emotions and "Signature Strengths. The Youth Responsibility Act is an assessment developed to provide youth, ages 8-18 the tools for self-expression. Participants utilize written, verbal, visual and technological mediums to express their life experiences, with the intent to positively influence their psychological well-being and interpersonal relationships.
- Family Relationship Survey: This questionnaire is designed to gather information about parent-child relationships and the factors that influence their development. (myParentQuest.com)
- SMART Plan: Use with each teen as a planning framework that identifies action oriented goals that is specific, measurable, attainable, relevant, and time-based.
- Family Centered Approach (FCA): Increases family strengths, enhance youth development, and reduce the likelihood of family fragmentation. This approach works to engage children, youth and families in building protective factors through small but significant changes in daily practice, supported by shifts at the program level that allow families to make those changes.
- Ticket for Kids: provides free access for low-income and at-risk kids to attend the arts, cultural, educational, and athletic venues of their community. Through partnerships with youth-serving organizations across the U.S., we strive to make trips to museums, concerts, ballgames, science centers, zoos, and more part of every childhood. Through access, we provide experiences that can spark an interest, ignite a passion, and shape a future without limits
- All teens are different, and it works best when you understand each teen's individual goals, intentions, aspirations, expectations, values and everyday life needs. Over the years, we have offered a diverse delivery of services to support gaps in communities for teens that we believe warranted specific programming that connected directly with the teen and their families.
- SSDI programs, each of which over the years have articulated a vision to support priority engagements for teen's through the lens of creating a greater opportunity for overall youth development. The programs below offered support in high-need communities (2015 to 2020) in which all programming had specifically targeted the teen population.
- Teen Discovery has empowered adolescents and teens ages 10 -18 utilizing the “Collaborative for Academic, Social and Emotional Learning (CASEL) Model practices, in-addition to providing one-on-one and group support instruction that produced positive change in character, academic achievement, lifestyle, behavior and attitudes within the home, school and community.
- Graduate G.R.E.A.T. (Gifted, Resilient, Empowered, Advanced and Talented) provided students in grades 3rd to 8th/ age 8-14 social and educational programming in the manner of a participatory enrichment course of study and training before, during and or after-school that supported and developed excellence as aligned with “Blooms Taxonomy Model” in the effort to reach their full social and educational potential.

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- F.A.S.T. (Fathers and Sons Teaming Together") provided fathers and their sons between the ages of 10 to 16; the support and guidance needed utilizing the "Theory of Change Model", to build healthy social, emotional and supportive educational learning experiences. These experiences supported both the "Father and Son" in developing healthy life skills with the critical understanding that this journey is the process of building a nurturing relationship a son is to have with his father.
- Girls S.H.I.N.E. (Strong Honorable Individuals Nurturing Empowerment) utilizing the "FUEL Coaching Model", provided African American girls (coachee) between the ages of 10 to 18, a village of adult (coach) support and guidance to support the navigation of social and educational learning experiences.
- B.E.A.M. (Black Emerging Adolescent Males) Summer Success Camp is an "Outdoor Learning Model" for African American boys, ages 8-13, that nurtured excellence and provided growth opportunities for adolescent males to move collectively, study culturally, learn cognitively, explore community, and have fun. The boys gained resiliency, developed life-long learning skills, teamwork and became more confident in their day-to-day transitions.
- BARBERSHOP B.O.Y.S (Building Opportunity that Yields Success) linked children and youth ages 10-18 who resided across Allegheny County but specifically targeting those in the HILL DISTRICT, HAZELWOOD and HOMEWOOD communities to hair salons and barber shops in their geographical area capable of meeting their self-care needs. SSDI's partnership with the Hair Salons and Barbershops also provided the needed expertise related to the supplies and information for all participants' ongoing self-care needs such as combs, brushes, shampoo's and other hair and personal care products.

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

Since our inception in 1999, our work with single-mothers raising African American boys began on the Hill District operating out of the Bethel AME Church. There is historical data and statistics that support our need to work in high-need communities. Most recently, the Pittsburgh Foundation on January 2019 published a "Qualitative Study of Single Mothers in Allegheny County." This study reported that Single Mothers account for ALL poor households in some 32 Allegheny County Communities, which we understand some of these households are raising teenagers. According to the Allegheny County Department of Human Services, there are 36,469 families headed by single mothers in Allegheny County. They are more likely than those headed by single fathers are and two-parent households to live below the federal poverty level — \$16,317 for a one-parent family with one or more children. Forty-one percent of all single-mother households (14,909) earn below the poverty line, compared with 25 percent of single-father households (2,245) and three percent of two-parent households (2,571) (Allegheny County Department of Human Services, 2018). Fifty-six percent of black family households are headed by a single mother compared to 16 percent of white family households in Allegheny County - (U.S. Census Bureau).

SSDI founding Mother to Son (MTS) program model addressed the approximately 11.8% of households in Allegheny County that are headed by single-mothers (U.S. Census). Seventy-one percent (71%) of African American children in Allegheny County are born into a single parent household (U.S. Census). Single mothers raising their teens can be overwhelmed, isolated and struggling to balance the demands of their life and those of their role as a single parent. A single mother is the primary caregiver, nurturer, and income provider and decision maker in meeting the personal needs of their teen. There is compelling data over the years that inform us that young male teens need role modeling, hands on experiences and targeted resources to help them make positive transitions as they grow and mature. Our organizational experience has been documented with our work to support on site community based programming over the years in many of the most high need communities represented in the DHS Community Need Index Diagram Map Page 6. I.e. East Liberty, Homewood, Garfield, Larimer, Wilkinsburg, Rankin, Braddock, Turtle Creek, Northside, West Mifflin, Clairton, and the Hill District

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connecting with male teens who are being raised by a single -mother. In-addition we have also build strong relationships and provided in school programming in the following school districts: Pittsburgh Public Schools, West Mifflin SD, McKeesport Area SD, Chartiers Valley SD, Penn Hills Entrepreneurial Charter School and Woodland Hills School District.

The MTS model connects directly with the single parent and their sons providing home, school and community human services and programming offered in these communities onsite in partnership with local church facilities, community recreation centers, housing community centers and schools. Nevertheless, because we provide transportation to and from our programming sites to reduce the transportation barrier for attendance. We were able to connect with teens and their families from other high-need communities as represented that bordered our community-based sites i.e. McKeesport, Duquesne, Penn Hills, Homestead, Munhall, McKee's Rocks, South Side, Glassport, Hazelwood, North Versailles, Swissvale, South Oakland, and Pitcairn. Therefore, we continue to provide a hybrid programmatic structure as an expansion to meet the need of providing safe spaces and places where youth being-raised by single-mothers are valued and respected, and where their identities do not diminish or set limits upon their educational, social, or emotional aspirations. Through our experience, we have had the opportunity to be a unique service provider having worked throughout high-need communities in the City of Pittsburgh and Allegheny County.

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.

SSDI has clear documented organizational non-discriminatory policies and procedures in support of our 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. Programmatically, SSDI made a content change in the title of our program from "Single-Mothers Raising African American Boys" to "Single-Mothers Raising Sons" in support of being non-discriminatory as it related to single-mothers representing non-African American identified boys. With this slight change, we witnessed an increase in referred participants to our organization. In-addition, our commitment has resulted in our organization having made it mandatory for all staff to complete SOGIE training and all other professional development trainings and refreshers that we see and or identify for staff growth and development in this area. Represented in the SSDI employee handbook for each staff to review annual and updated as needed and mandated through proceeded laws is our non-discriminatory policies and procedures

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.

SSDI seeks to provide Leadership, Opportunity, Voice, and Empowerment (LOVE) to male teens ages 10-18 being-raised by a single-mother and or female guardian, who reside in Allegheny County. The programming will develop and nurture excellence in self-reflective leadership and employ effective strategies designed to encourage teens to reach their educational, social and emotional potential. In-addition to providing direct service facilitation in the home, school and community that yields changes in character, academic achievement, lifestyle, behavior and attitudes. We will embrace the reliability and validity factors as it relates to parent education, conflict mediation & resolution, character development, truancy reduction monitoring, socialization and pre-employment training. One-on-one and small group facilitation with teens will be conducted to strengthen upon extended internal & external opportunities

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and resources to best assist teens to critically think and actively plan in addressing their current issues and conditions. We will operate with the capacity to:

- Examine the educational social and emotional crisis teens maybe facing
- Deliver strength-based approaches for achievement and advancement
- Implement services and resources that make a difference in teen performance outcomes.

SSDI will establish its footprint and redirect opportunities for teens who are consistently found in alarmingly high statistics and sometimes-disproportionate numbers in school dropout rates, school disciplinary measures, school suspensions, juvenile justice/child welfare systems and crime statistics. The lack of systematic practices for teens has left them without the excellent opportunity that is essential in order to be successful. Reclaiming their LOVE for learning is a key premise for change. There is evidence that teens and young adults are fueling the pipeline to prison and referrals for the child welfare system. This trajectory leads teens and young adults toward being non-compliant, less responsible, socially disobedient and emotionally unstable. The goal is to approach teen issues head on and offer alternative supports for those who need it most. Teens in our communities need direction because they face negative influences that hinder their growth and development. We seek to provide interventions and give teens a sense that we care and are willing to invest in them. This subgroup of citizens will suffer if their barriers are not addressed.

SSDI will offer a hybrid community-based and remote programming model that will support teens in the home, school and in their community. We have traditionally hosted onsite family programming and teen events in areas throughout Allegheny County not limited to East End and Suburbs, Southside, Northside, West End and Suburbs, Central Pgh. and Mon Valley. As, we focus on male teens between the ages of 10 to 18 years of age to be our targeted population. We must understand that the parents and siblings are at most time's indirect and direct impacts and influences on the targeted teen. Therefore, parents and siblings who reside in the household of the targeted male teen will also receive extended services through this identified need. Onsite programming is conducted bi-weekly starting at 6pm and ending at 8pm. Participating teens and their families will be invited to an evening of dinner and workshops that are specific to the development of the parent, teen and siblings. Through individual and family group supports, we will be able to:

- Improve cooperation and behavior; reduce family stress, hostility and depression.
- Increase cooperation, responsibility and self-esteem; reduce power struggles in the home, school and community
- Increase family resiliency and community connections
- Improve family wellness and bonding

A study of a Big Brothers Big Sisters of America program, which matched teens with adults, revealed a strong improvement in the teens psychosocial and emotional functioning. In the absence of much research on male teens, many have assumed that male teens are mostly interested in doing activities by themselves, which by nature, may be more focused on sports and leisure. Nevertheless, there has been studies that have found that once engaged in the teen's individual process of the teen's personal self-development. Teens will then begin to reflect on skill building and problem solving as they become more interested in developing positive social and emotional focused relationships with others.

When we are not on site, our programming will offer direct support while executing home visits, school visits and community visits with the teen through an assigned staffed family worker, youth worker and education specialist. Nevertheless, our programming will target parent and teen relationship bonding through ongoing communication, activities and the coordination support of contracted facilitators, peer mentors of high school age, college mentors and adult volunteers. Our goal is to encourage teens in reaching their fullest potential through measurable elements of transformation.

- **Collective Coaching:** will align the supports needed for teens with adults to assist in their personal experiences instead of a full one-on-one model. We will build partnerships with multiple competent and caring adults to support and offer age-appropriate and structured engagements for teens in a manner to impact their growth and development.

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- Transformational Leadership Modeling: through a variety of best practice mechanisms will develop teens personal direction, guidance, self-confidence and purpose. In its ideal form, it creates valuable and positive change and when enacted with authenticity will enhance the motives, morale, and performance of teens.
- Cultural Responsive Pedagogy: A human centered approach to develop a person's unique cultural strengths through strong identification and nurturing to promote achievement and a sense of well-being about the person's cultural place in the world while getting into action, practicing behaviors and styles of communication that augment a teens growth and inspires them to reach beyond their perceived limits.
- Structured Learning Experiences: through trainings, workshops, observations and examinations will be offered to teen's to address the teen's personal and social challenges with in-depth learning platforms. Platforms will be designed with the teen so that they can be fully involved with a personal interest that is experiential and exploratory to their self-confidence, positive social and emotional behaviors, and empowerment within one or more settings.
- Collaboration and Partnerships: with community organizations to inform and support project objectives for teens agree and take actions by consenting to share resources to accomplish mutual goals relying on participation by at least two parties who agree to share resources, such as finances, knowledge, and people.
- Expanded Horizons: through monthly excursions intended to expose teens to greater opportunities i.e. exposure to careers, entrepreneurship, corporations, professionals, universities, governments, and small business communities where teens become better aware of these opportunities, resources and options.
- Youth Re-Treat includes a conference style environment to support youth development. Teens will participate in an educational/social experience; TITLED: "Teen Summit"
 - Teen Summit #1: will include the planning process and individual voice of the teens form different communities who will then co-facilitate with adults Teen Summit #2
 - Teen Summit #2: will include the teens planning outcomes from Teen Summit #1 as concluded by the teens as their decision to host the event and invite their peers.

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

It is not enough to celebrate "TEENS" without also providing examples of strengths. We cannot tell teens they can change the world without equipping them to take on that task. If we encourage teens to dream big, we must provide direction and skills to help them make those dreams a reality. When we support the growth and empowerment of teens, we have the opportunity to improve the quality of life for everyone. A key ingredient needed for the healthy psychological development in teens is a strong relationship with adults. While the youth worker is often viewed as the adult offering support and a safe place and space to the teen. Studies have found that the collaboration between the youth worker and teen was more of a two-way arrangement. The youth worker partners or joins in the process of working with the teen to meet their goals, offers support to expand the reach of the teen, and actively contributes to the learning, thereby enhancing the likelihood of their safety and success.

Social, emotional and educational support has become a dominant theme with most teens. Still others cite a teens negative issues and the need to be a calming influence. Instead, our attention is given to integrating various types of support and interventions for teens. As social and emotional support and collaborative skill, building may play a very important role in supporting the positive development of teens. We believe that the positive relationship between a mother and her male teen is essential to the success of strengthening physically and emotionally safe places and spaces for teens. Our Programming works on ensuring teens are provided with the best possible relationship with adults so they reach their full potential as independent, strong individuals. The most effective prevention programs work on both high fidelity trainings for staff in support of reducing risks and enhancing protective factors in the family

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unit. We have researched the predominant factors inhibiting teens from reaching their leadership potential. Some of the risks but not limited to include transportation, independent mobility, truancy, family issues, physical environment and trauma.

To combat these risks, our programming will concentrate on protective factors to prevent the risks from overriding the teen's success. Protective factors are items or occurrences that prevent risk factors from occurring. Some protective factors include bonding of adult/teen, accessibility to a listing adult, development of coping & problem solving skills, positive role modeling, and age appropriate activities. By providing teens with strong adult leadership, we hope to guide the next generation of teens to be productive, caring, responsible citizens.

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

Teens and young adults are experiencing higher rates of difficulty connected to issues such as risky behaviors, low self-esteem, negative peer pressure, violence and drug and alcohol use/abuse, family economic hardship and other disparities. We will provide teens with a continuum of services and activities that teens need to grow into healthy adults. The activities we have selected include giving youth the chance to form relationships with caring adults, building skills, exercising leadership, and helping in their home, school and communities. These opportunities will be part of a holistic approach, preventative and positive, focusing on the development of assets and competencies in all participants. We will support and facilitate group learning and peer-connectedness that will advance personal wellness through social exposure activities integrated into their lifestyles. One-on-one and group support management will be offered to teens ages 10-18 to acquire and effectively apply their knowledge, attitudes, and skills necessary to understand and manage emotions, set, and achieve positive goals.

This will be achieved through teen lead participatory enrichment courses of study and training conducted to reach their full social, emotional and educational potential. Results will be based on how students acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set, and achieve positive goals, build positive habits, feel and show empathy for others, establish and maintain positive relationships, and make decisions responsibly within their home, school and community.

- Teens will learn about and discuss specific topics and other themes relevant to building support and comradery among their peers. Each student has an associated purpose to being acquainted, self-disclosure, discussion, building trust, building rapport, developing respect, enhancing unity, or discussing fraternal and personal values. This engagement of work intends to build core values as each student strives to achieve and recognize the power of positive communication, interactions, guidance, and teamwork between themselves, their peer group and those that show support for their efforts.
- Teens will learn how to identify their own feelings, values, strengths, and limitations, as well as how our feelings and thoughts influence what we do. Each student has an associated purpose to promote self-awareness, identifying and build on strengths, explore identities, explore personality and learning, styles, building on emotional intelligence, understanding stress and stressors. This engagement of work is so that students fully understand themselves and can sharpen their creative problem-solving skills and increase their personal awareness.
- Teens will learn how to communicate and connect with a range of people in healthy ways. Each student has the associated propose to identify with their personal gifts, skills, and talents, broaden their social scope, understand, and empathize with others' points of view, show leadership and commitment to strengthening their formalized method of advancement in and outside of their own comforts. This engagement of work is to support the social and emotional transition, structures, rituals, and ceremonies by which individuals in a group successfully come to know who they are and what they are about, the purpose and meaning for their existence, as they proceed from one clearly defined state of existence to another.

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- Teens will learn and acquire a deeper knowledge through active exploration of real-world challenges and problems. Each student has the associated purpose to learn about a subject by working for an extended period to investigate and respond to a complex question, challenge, or problem. This engagement of work supports a style of active learning and inquiry-based learning that presents established facts or portrays a smooth path to knowledge by instead posing questions, that address social change and the inequity that students and others face daily.

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

Statistics and information are telling us that the issues and problems with teens are becoming more detrimental to their well-being and personal development. Therefore, connecting a teen's sense of identity and self to their dreams, challenging teens to take greater interest in their purpose and them understanding the strengths and weaknesses within their environment is essential to them fulfilling their aspirations. Teens will participate in our programming because of our integrity to give them LOVE (Leadership, Opportunity, Voice, and Empowerment) with

- Individualized Consideration – Youth Worker attends to each teen's needs, acts as a caring support to the teen, and listens to the teen's concerns and needs.
- Intellectual Stimulation – Youth worker will nurture and encourage the teens creative thinking independently as well as encouraging collective interdependence
- Inspirational Motivation – Youth worker will inspire, motivate, and challenge teens with high competitive standards, communicate optimism about future goals, and provide meaning for the task.
- Idealized Influence – Youth Worker acts as the bridge for bonding the pathway between ethical behavior in support to instill pride, and gain trust.

Teens will be empowered through their own discovery and discussion of those school and community forces surrounding them in there day to day lives. Youth will learn critical thinking and self-reflective social awareness skills through leadership development, conflict resolution, educational enrichment, community service, and other activities that have been identified by the teen to support their personal growth.

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

SSDI will market and promote our programming through multiple channels of engagement not limited to: direct mail publications, emails, text messaging, social media, radio, newsletters, word of mouth, tabling events and direct in-person communication and relationship building directly with teens, parents, families, school staff, court judges, athletics team coaches, community youth groups, church clergy and human service case workers.

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.

Small Seeds Development Inc. (SSDI) intends create a greater impact and investment in terms of improving our hiring platform relationships and improving the quality staffing opportunities market to the public. We will do this not limited to utilizing the "GET HIRE" online platform that connects our organization to other online employment platforms like Nonprofit Talent, Monster.com and Indeed to name a few. We will also post on university and college sites, as well as seeking opportunities with internship/employment agencies like PULSE and AMERI-CORPS, to encourage students with relevant lived experience to apply with the organization. Nevertheless, we have also reported to other organizations our hiring opportunities that are available in the same market place. Our job descriptions also has language surrounding our need to attract staff with relevant lived experience that reflects the population served. SSDI has always structured a detailed staffing pattern of positions needed in-order to drive the outcomes we are looking for to achieve the internally and externally support for male teens

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being-raised by single mothers. Each participating family works with a Family Worker, Youth Worker and Education Specialist who closely supports and links services to the appropriate resources needed for a successful transformation. In most times our employees, reflect the population being served, as the result of either residing in the neighborhood, formerly attending the school district and or themselves having family members represented.

In an effort to maintain and retain staff, we required but not limited staff being currently enrolled or have obtained a degree from a college or university and or have been certified or licensed in a specific job area and or who possesses the experience deemed for the position in anticipation of hire. We also execute a staff development system that is robust and rotational as growth in our staff knowledge, skill, and personal effectiveness. Our goal is for staff to make the maximum contribution to the organization and program participants, while gaining the skills to develop their talents and to acquire and use new skills to achieve greatness in the area of job and delivery of services effectiveness. The offering of trainings, workshops and study is used to encourage staff development and professional satisfaction and personalization needed to be a productive staff member. SSDI will do this by:

- Providing ongoing leadership that is needed for current and newly assigned duties and responsibilities for peak performance
- Encouraging staff to learn throughout their assignments, to pursue opportunities they seek are relevant to the task and working environment
- Offering and supporting professional and personal opportunities to enhance an individual's capacity to perform effectively, enhance skills, assume responsibilities, and prepare for future opportunities, even beyond their current position

To build a healthy organization, all staff will engage in professional and personal development opportunities guided and facilitated by experts internally and externally whom have achieved excellence in their field of practice. Trainings/workshops will be provided year round, situated quarterly (every 90 days) to include youth development, motivational interviewing, mentoring & coaching and digital assessment/survey data research.

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).

Each participant of the family completes an initial strengths assessment and a smart plan is in place to support the facilitation and development of their individualized and collective family growth. This process incorporates in-person, onsite and remote training and workshop sessions throughout the year. Results will be based on how parents and teens acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set, and achieve positive goals, build positive habits, feel and show empathy for others, establish and maintain positive relationships, and make decisions responsibly within their home, school and community.

Our Staff will

- Recognize the teens many developing needs
- View the teen as a resource versus a recourse
- Provide the teen with opportunities and reasons to build attachments to positive social, emotional and educational institutions
- Look at program context AND content in support of teen development
- Seek to meet needs AND build competencies with each teen
- Provide access to tutorial support from a live person
- Keep a record of progress on each teen for review and reflection

Our Enriched Engagement Fosters a Teen's:

- Knowledge of Self
- Creative Expression
- A Sense of Personal Agency

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- Respect and empathy for one's peers, Families and Communities
- Healthy Relationships and Lifestyle Choices
- Individual and Collective Responsibility within and beyond the program
- Ongoing opportunity to explore and practice leadership from need to opportunity

Our Teen Objectives:

- Become independent and resourceful
- Strive for one's highest personal potential
- Develop leadership skills and a sense of community responsibility
- Demonstrate knowledge of our curriculum issues and the world
- Build self-esteem, confidence, and self-respect
- Explore beyond their comfort zone and challenge themselves
- Embrace the ideals of brotherhood and sisterhood
- Discover one's individual/creative voice

Our Teens Goals & Habits

- Discover personal strengths and growth potential
- Explore meaningful interest significant to a personal pathway
- Create impactful learning by working together with peers on group projects,
- Learn more about yourself through the completion of Thrively Strength Assessment or MIDAS Assessment for reflection.
- Track and reflect strengths via Journals in Digital Portfolios.
- Discover purpose in life through focused exploration into Career Pathways, bite-sized videos (Sparks), or Activities matched to unique strengths and interests.
- Build upon knowledge base by diving deep into courses, lessons, and tailored playlists, SEL (Social, Emotional Learning), GATE (Gifted and Talented etc.) to enable success both in and outside the classroom.
- Showcase life experiences through personal statements, visual and technological expression
- Exercise psychological well-being and the impact on happiness in friendship and relationships.
- Participate in age-appropriate character development, social and emotional development sessions
- Increase awareness, knowledge, and investment in helping to improve yourself and others.
- Learn how to make responsible humanitarian choices with emphasizes on behavior, attitude work ethic, responsibility, and completion.

Implementation Challenges (15 points possible)

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

If we are faced with low attendance and or referrals. We will focus and take a closer look at our strategy to recruit and retain teens in the program. Therefore, we will re-focus, re-align and re-engage by executing phone calls, home visits, school visits and community visits with our existing low-attending teens and single-mothers. We will also target new parents and teens in communities that we may not be servicing for the purpose of building directly with teens, parents, families, school staff, court judges, athletics team coaches, community youth groups, church clergy and human service case workers.

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

Teens, who experience behavioral or mental health issues resulting in a negative projection during programming, will be addressed with the supports needed to reduce any immediate threat to themselves or others. As a mandated reporting agency, all of our staff is trained in how to recognize, respond and report incidents of these concerns. Nevertheless, we will make sure to be in close contact with the parent/guardian and any other adult supports that are in place with the teen in an effort to address these issues. In-addition, we would suggest the involvement of practicing professional in the field of

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behavioral or mental health. We understand that teens who maybe experiencing behavioral or mental health issues, in most moments have become social and emotional distracted and disconnected. Therefore, connectedness is an important protective factor for youth that can reduce the likelihood of a variety of health risk behaviors. The CDC findings published in Pediatrics reported that connectedness refers to a sense of being cared for, supported, and belonging, and can be centered on feeling connected to school, family, parents and caregivers or other important people and organizations in their lives.

Youth who feel connected at school and home are less likely to experience negative health outcomes related to sexual risk, substance use, violence, and mental health.

The belief by teens that adults and peers in the home school and community care about them as individuals has been shown to have positive effects on academic achievement, including having higher grades and test scores, having better school attendance, and staying in school longer. As represented in our SSDI program model -(Page last reviewed: October 8, 2020, Content source: Division of Adolescent and School Health, National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention)

Organizations and Schools Can:

- Reinforcing positive behavior through praise and establishing rules, routines, and expectations are classroom management techniques that promote higher levels of school connectedness.
- Support student led-clubs at school and in the community. These clubs create a safe space for students to socialize, support each other, and connect with supportive school staff.
- Facilitate positive youth development activities. Implementing mentoring programs, providing opportunities to volunteer in the community or connecting students to community-based programs can provide youth with a network of supportive adults.
- Provide parents and families with resources that support positive parenting practice such as open, honest communication and parental supervision.

Families, Caregivers and Caring Adults Can:

- Communicate openly and honestly, including about their values.
- Supervise their adolescent to facilitate healthy decision-making.
- Spend time with their adolescent enjoying shared activities.
- Become engaged in school and help with homework.
- Volunteer at their adolescent's school.
- Communicate regularly with teachers and administrators.

Agency Direct Staff and Healthcare Providers Can:

- Ask adolescents about family relationships, school and community experiences as a part of routine health screenings and youth assessments
- Encourage positive parenting practices.
- Engage parents in discussions about how to connect with their adolescents, communicate effectively, and monitor activities and health behaviors.
- Educate parents and youth about teen development and health risks.

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 an organization, we have developed a community resource binder for our staff to assist with coordinating and helping teens and their families with identifying additional service providers for a positive outcome. SSDI has approached the need that is sometimes beyond our scope of direct service by making referrals to those agencies and organizations that have the most experiences and expertise to address the need expressed. Our staff will work with the referred organization to ensure follow through and follow-up with teen and their parent's in-order for there to be a smooth transfer and transition. In a capacity of support, not being serviced by the referred to organization at the request of the parent and or teen we will continue to work with them.

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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.

BUDGET: Fiscal Year 2022- 2023

Revenue:

DHS / Teen Programming	\$500,000.00
McAuley Ministries	\$35,000.00
McElhattan Foundation	\$10,000.00
UPMC/SSDI Golf Fest(Sponsorship, Fundraising & Donations)	\$15,000.00
United Way (Summer Programming)	\$15,000.00
REVENUE TOTAL:	575,000.00

Expenses:

	DHS	OTHER	TOTAL
PERSONEL:	\$295,600.00	\$26,930.00	\$322,530.00
OPERATIONS:	\$104,400.00	\$12,500.00	\$116,900.00
EQUIPMENT:	\$25,000.00	\$11,535.00	\$36,535.00
PROGRAM SERVICES	\$75,000.00	\$24,035.00	\$99,035.00
EXPENSE TOTAL:	\$500,000.00	\$75,000.00	\$575,000.00

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

- SSDI revenue for the fiscal year 2022-2023 is a representation of secured funds based on our 2021-22 budgeted revenue. We anticipate being able to secure our budgeted amount from the listed revenue streams based on application submissions and reviews on our ability to provide the identified services to children, youth and families year to year.

2021-22 Secured Funds \$400,000

2022-23 DHS/Teen Programming RFP (Submitted March 2, 2022)

SSDI has been able to secure contracted funding yearly from DHS since 2000, some years hosting multiple funding contracts in one given year

2021-22 Secured Funds \$\$35,000

2022-23 McCauley Ministries RFP (Yearly Rolling Submission)

SSDI has been able to secure grant funding yearly from MM since 2013 to present

2021-22 Secured Funds \$10,000

2022-22023 McElhattan Foundation (Secured \$10,000)

SSDI was able to secure new funding for the 21-22 and 22-23 fiscal year

2021-22 Secured Funds \$15,000

2022-23 UPMC; Sponsorship, Fundraising & Donations (Yearly Rolling Submission)

SSDI has been able to secure yearly sponsorship funding from UPMC since 2016, in-addition to hosting our Annual SSDI Fundraiser

2021-22 Secured Funds \$15,000

2022-23 United Way (Summer Programming Grant) (Deadline March 14, 2022)

SSDI was able to secure new funding from the UW to support our 2021 summer camp.

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- SSDI expenses for the fiscal year 2022-2023 is a representation of our actual expenses, based off our 2020-2021 budget and our anticipated expenses for 2021-2022 fiscal year end June 2022.

PERSONEL: This includes the salaries/wages of (6) full-time and (2) part-time staff who are direct support to the organizations capacity to deliver contracted services to include but not limited to: (1) CEO, (1) Director, (1) Manager (1) Family Worker (3) Youth Worker(s) (1) Educational Specialist

OPERATIONS: This includes not limited to: facilities expenses, office rent, phone, internet, hot spots utilities (gas, water, electric), professional development (travel, trainings, conferences), contracted services (IT, HR, Finance), school permit fees, community based onsite fees for programming, , staff mileage reimbursements, insurances, audits, maintenance, trainers/facilitators, postage,

EQUIPMENT: This includes but not limited to: materials, supplies, brochures curriculums, books, magazine, computers (laptops, iPads), TV's, gaming systems, software, maintenance, furniture, toys, games, bikes etc.

PROGRAM SERVICES: This includes not limited to: essential goods, van transportation (maintenance fees, drivers, repairs), field trips, specials events, ticket fees, food, refreshments, membership fees (gym, centers), guest speakers, summer camp staff, paperwork, data entry, youth stipends for project based learning activities, teen summits, single-mothers raining teens conference, apparel, t-shirts,

- SSDI budget is a representation of the total cost associated with the delivery of services based on our 2020-2021 and 2021-22 budgeted revenue and expenses for services rendered. Based on SSDI 2020 to 2022 fiscal years, we have serviced 130-families, 209-teens and 74-siblings totaling 413-household individuals at a cost of \$5,000 per teen that we have determined for this budget 2022-23 to be based on our ability to service 100 teens and their families yearly.
- SSDI has set this yearly cost at \$5,000 per teen being raised by a single mother and siblings in the household. This breakdown is based on our deliver of servicing 100 teens yearly at a monthly cost of \$416.66, a weekly cost of \$104.16 and an hourly (40hrs) cost of \$2.60.