



Allegheny County Department of Human Services

RFP Response Form

RFP for the Development of an Enhanced and Comprehensive Reentry System

PROPOSER INFORMATION

Proposer Name: ReCA Foundation

Authorized Representative Name & Title: Kevin N. Tyler, Sr. – Executive Director

Address: [REDACTED]

Telephone: [REDACTED]

Email: [REDACTED]

Website: www.Re-entrycoachingacademy.org

Legal Status: ☐ For-Profit ☒ Nonprofit ☐ Sole Proprietor/Individual ☐ Partnership

Women Owned: ☐ Yes ☒ No

Minority Owned: ☒ Yes ☐ No

If yes, select the ethnicity:

☐ American Indian or Alaska Native

☐ Hispanic or Latino/a

☐ Western Asian/Middle Eastern

☐ South Asian/Indian (Subcontinent)

☐ Other Asian

☒ Black or of African decent

☐ Native Hawaiian/Pacific Islander

☐ East Asian/Far Eastern

☐ Southeast Asian

☐ Multi-racial

Self-Describe: [Click here to enter text.](#)

Faith Based: ☐ Yes ☒ No

Partners included in this Proposal: Community College of Allegheny County, Coaching Beyond the Fences, Outside Connection

How did you hear about this RFP? *Please be specific.* Allegheny County Think Tank

RFP for the Development of an Enhanced Comprehensive Reentry System

PROPOSAL INFORMATION

Which service are you proposing to provide? *(please check all that apply):*

- ☒ CT-R Course Facilitation
- ☒ Curriculum-based Programming
- ☐ Activities-based Programming and Resource Coordination

If your organization is proposing to provide Curriculum-based Programming, please select the service area(s) for which you're proposing to provide programming.

- ☐ Mental and Physical Health
- ☐ Substance Use Treatment-related Supports
- ☒ Job Training and Development
- ☐ Relationship Building and Maintenance

Total dollar amount requested: [Click here to enter text.](#)

Proposal summary *(please use only one sentence):*

ReCA is utilizing life coaching and the "Coach Approach" to change thinking patterns and transform lives of men and women who are incarcerated at the Allegheny County Jail.

REQUIRED CONTACTS

| | Name | Phone | Email |
|-----------------------------|---------------------|-------|-------|
| Chief Executive Officer | Kevin N. Tyler, Sr. | | |
| Contract Processing Contact | Kevin N. Tyler, Sr. | | |
| Chief Information Officer | Mike Talley | | |
| Chief Financial Officer | Jason O'Malley | | |
| MPER Contact* | Mianta McKnight | | |

* [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

* For the Board Chairperson, you must list an address, phone and email address different than the organization.

Board Chairperson Name & Title: Denny (DJ) Whitmore – Board Chair

Board Chairperson Address:

RFP for the Development of an Enhanced Comprehensive Reentry System

Board Chairperson Telephone: [REDACTED]

Board Chairperson Email: [REDACTED]

Partners included in this Proposal: Community College of Allegheny County, Coaching Beyond the Fences, Outside Connection

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.*

Michele Iannucci, CoreCivic Project Manager, [REDACTED]
Erik VanZant, Reform Alliance PA State Organizer, [REDACTED]
Eric Kohner, Founder and CEO Ekcosystem, [REDACTED]

CERTIFICATION

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

☒ I have read the standard County terms and conditions for County contracts and the requirements for DHS Cyber Security, EEOC/Non-Discrimination, HIPAA and Pennsylvania's Right-to-Know Law.

☒ By submitting this Proposal, I certify and represent to the County that all submitted materials are true and accurate, and that I have not offered, conferred or agreed to confer any pecuniary 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.

RFP for the Development of an Enhanced Comprehensive Reentry System

ATTACHMENTS

Please submit the following attachments with your Response Form. Attachments do not count towards the page limit for your Proposal.

- Sample Staffing Plan (*please provide a staffing plan for each service proposed*)
- Sample Curriculum (*only for Proposers of Curriculum-Based Programming*)
- Sample Activities Schedule (*only for Proposers of Activities-based Programming and Resource Coordination*)
- Letter(s) of support from a community-based organization/individual
- Partner commitment letters, if applicable
- MWDBE and VOSB documents (*see Sections 6.1 and 6.2 of the RFP for more details*)
- W-9

REQUIREMENTS

Please respond to the following. **All Proposers must complete the Organizational Experience, Organizational Capacity and Budget Sections. Please complete these sections only once, regardless of the service(s) proposed.** The score from these sections will be added to the score for each service proposed. The maximum score that a Proposal can receive in each category of service is:

- Recovery-Oriented Cognitive Therapy (CT-R) Courses Facilitation = 95 points possible
- Curriculum-based Programming = 105 points possible
- Activities-based Programming and Resource Coordination = 80 points possible

Complete only the sections for the service(s) you wish to propose. Services not included in your Proposal may be left blank. Please stay within the page limit listed at the top of each section.

RFP for the Development of an Enhanced Comprehensive Reentry System

*All Proposers must complete these sections. Your response to this section must not **exceed 5 pages**.*

Organization Experience (30 points)

1. Describe your organizational experience and success working in difficult settings with high-need individuals and/or communities with diverse identities, especially current or former justice-involved individuals. (10 points)

The ReCA Foundation Inc. is an organization formed in 2022 to serve as the nonprofit arm of the Re-entry Coaching Academy (ReCA). The ReCA Foundation is run by reentrants who have created a new identity for themselves and are giving back by helping others do the same. Their mission is to assist and empower newly released reentrants, organizations, and individuals so that they are positioned to be successful and valuable contributors to their communities. The life coaches and founders of ReCA are uniquely qualified to deliver services to the clients who participate in the program. They have over a total of 100 years of lived experience in the sense that each of the founders have personally spent time incarcerated in federal facilities. The ReCA life coaches are certified through the Institute for Life Coach Training (ILCT). These coaches were also instrumental in spearheading the Federal Correctional Institution McKean's Life Coaching Program whereby they trained multiple cohorts of life coaches who came through the program. The men of ReCA have not only been successful on the inside they have found great success on the outside as well. Since returning to their communities the ReCA founders and coaches have become entrepreneurs, workforce development specialists, mathematics tutors, certified teachers aids, career development specialists, accountants, directors of curriculum development and motivational speakers. Several of the men have acquired AA and Bachelor's degrees. They have facilitated programs at the Brockbridge Correctional Facility in Jessup Maryland, the Allegheny County Jail, and a CoreCivic facility in Arizona. In addition, they have worked side by side with professors from the University of Pittsburgh at Bradford campus and Drexel University. Their lived experience helps them to understand the mindset of an individual who is incarcerated as well as the mindset of that same individual when he returns to his community. By creating ReCA, these men created a vessel through which they facilitate and encourage deep introspective analysis, increase self-awareness and personal empowerment, and improve the overall health and well-being of each participant as well as their communities.

Most recently ReCA partnered with CoreCivic (largest provider of carceral facilities for the government in the US) to deliver services in their Saguaro Correctional Facility in Eloy Arizona. Saguaro is a multi-level security facility that houses residents from the Hawaii Department of Public Safety and the Idaho Department of Corrections. ReCA successfully completed in person coaching followed by remote coaching sessions that have the residents prepared to take over the programming with the goal of transforming the culture within the Saguaro Facility into a "Coaching Culture". In addition, ReCA partnered with the Reform Alliance to stand up programming in Pittsburgh. The program, "Career Wellness With The Coach Approach" graduated its initial cohort in 2023 and is starting its second cohort in July of 2024. This program focuses on changing the mindset of justice involved individuals with regards to their place in the workforce. While much attention in workforce development is given to job attainment, we at ReCA focus on helping participants to discover themselves and their passions as well as career paths that will be meaningful to them. This is an eight-week course that allows

RFP for the Development of an Enhanced Comprehensive Reentry System

participants to gain better insight into their own and others' personalities and communication styles to be able to communicate better, to discover their strengths, and to be able to design their lives to thrive in all areas. We believe that traditional workforce development activities like resume-building and mock interviews are an essential, but not sufficient, element to true career wellness. There must be a holistic approach to career wellness in order for participants to flourish.

Team Leadership Experience:

Kevin N. Tyler, Sr. - Kevin N. Tyler, Sr. is an experienced Executive Director and Business Professional with over 30 years of experience in both the private and nonprofit sectors. This experience includes:

Executive Director of DC Recovery Community Alliance: Recovery Center with an annual budget of \$550K

Executive Director of Tuerk House: Treatment Center in West Baltimore with an annual budget of \$4.5M

Board Chair (Governance and oversight responsibility) Total Health Care: Largest minority run Federally Qualified Health Center in Maryland) with an annual budget of \$44M

Kendra Russell Delacruz (Project Manager) - As a co-CEO at Coaching Beyond LLC, I lead a team of certified coaches who provide transformational reentry coaching services to individuals and organizations. With over three years of experience in this role, I have successfully established and maintained strong customer relationships, developed and delivered customized coaching programs, and facilitated positive and lasting changes in the lives of our clients. As a formerly incarcerated individual who has successfully transitioned home, I am passionate about empowering people to discover their values, pursue their dreams, and overcome their challenges. I have a special interest and expertise in coaching people who are transitioning from incarceration to society, helping them to rebuild their self-esteem, identity, and purpose. I am a certified coach from the Co-Active Training Institute (CTI), and I continuously seek to enhance my skills and knowledge in the field of coaching and mentoring.

Mike Talley – Mike Talley is certified as a Master Life Coach through the (ILCT) Institute for Life Coach Training. During his time in prison, Mr. Talley along with fellow peers, co-created the training program and instituted it as an aspect of the FCI McKean Reentry Team. This institution stands alone as the only institution in the country that offers this program. While imprisoned he became certified as an Offender Workforce Development Specialist. He has paired his Bachelor's Degree in Sociology from Norfolk State University along with his other trainings to help men become better individuals and to take full control of their lives by creating a life vision for themselves. Mr. Talley has presented before Drexel University's 25th Forensic Rights and Treatment Conference. He's a member of Voices for Juvenile Justice which is a collective of professionals, professors, and returning citizens that collaborate on ways to bring

RFP for the Development of an Enhanced Comprehensive Reentry System

change to the juvenile justice system. He is also on the leadership team of the Allegheny County Anchored Reentry Consortium (ACAR) which is a collective of reentry driven agencies that collaborate as a resource hub to ensure that no returning citizen falls through the cracks and transitions successfully back into society. He also done curriculum building and consulting work for Stride K-12 online school, and worked as an advisor on their criminal justice board for diversity and inclusion. He is currently the Diversity Equity & Inclusion Coordinator and the Program Manager for the Guns Down/Level Up Program in the Office of Diversity Equity and Inclusion at the Community College of Allegheny County, as well as; the Community Outreach Coordinator/Student Support Specialist for the ACH Clear Pathways R.E.A.C.H Program.

2. Describe your organizational experience and success in building trust in the communities within which you work, including at least one letter of support from a community-based organization/individual. (10 points)

While the ReCA Foundation is still a fairly new organization it has members in several States across the country. One of our core strategies is to leverage our presence across multiple States to quickly scale up operations so that we have a much larger footprint than most organizations our size. Also included in this strategy is the development of partnerships with community based organizations to build out a system that supports the whole person. As an organization serving traditionally underserved communities, we understand the importance that trust plays in successfully delivering services and in developing meaningful partnerships. We have targeted three (3) states as areas where we will establish reentry communities. These states are Pennsylvania, with **Pittsburgh** being the hub, Maryland, with Baltimore being the hub, and Ohio, with Youngstown being the hub. Our success in developing partnerships that will support successful service delivery is evidenced by the letters of support that are attached.

3. Describe your organizational understanding of trauma-informed approaches and explanation of how trauma-informed approaches will manifest in the Proposer's program(s) and/or when working with program participants. (10 points)

Team ReCA is keenly aware of the impact of trauma on an individual's life. The original founders of ReCA all were formerly incarcerated, so they all experienced the trauma of the criminal justice system and incarceration. With this in mind our approach to service delivery is trauma informed, meaning we provide safe spaces for clients, we build trust and focus on trustworthiness and transparency, our coaches are peers and provide peer support, all of our programming and interactions are collaborative, and give voice to our clients, while being gender sensitive and strengths based. Trauma-informed training will be included in our orientation and on-boarding processes. The training will be strengths-based covering trauma-informed approaches to service delivery including the key principles of: Safety, trustworthiness and transparency, peer support, collaboration and mutuality, empowerment, voice, and choice, cultural, historical, and gender issues, and resilience. There will also be specific training on Adverse Childhood Experiences (ACES) and the impact that ACES have on individuals,

RFP for the Development of an Enhanced Comprehensive Reentry System

families, and communities. An intentional benefit of the programming that we do includes the creation of positive childhood experiences.

Organization Capacity (15 points)

4. Describe your organizational capacity to recruit, retain and supervise high-quality, diverse staff, including individuals with lived experience with justice system involvement. (5 points)

As an organization founded and run by returning citizens, the ReCA Foundation is uniquely qualified to recruit, retain and manage high-quality, diverse staff, including individuals who are or have been involved in the justice system. Our team is diverse and highly qualified, with a large percentage of the team being made up of men and women from the re-entry walk of life and direct justice system involvement. One of the strengths of our service delivery model is that it is “Peer Based” so our coaches have instant credibility with men and women who are involved in the justice system. In addition, a high percentage of our service delivery partners are or have been justice system involved. Finally, interns will also play a key role in supporting our service delivery model. Our internship program will serve as a recruitment pipeline while providing an opportunity for our leadership team to assess interns' skills, work ethic, and cultural fit firsthand, potentially identifying future full-time employees. Overall, the internship program will be mutually beneficial, providing valuable opportunities for interns to learn and grow professionally while enabling ReCA to access emerging talent, foster innovation, and invest in its future workforce.

5. Provide a sample staffing plan for providing sufficient coverage at all times with an appropriate number of staff who have appropriate responsibilities and levels of experience. (5 points)

See Attachment – ReCA Sample Staffing Plan_Final

6. Referencing *Section 2.1 Collaboration with Beck Institute*, describe your organization’s plan to work with Beck Institute and strategies for agency-specific staff training, supervision and quality assurance. (5 points)

As far as staff training goes, professional development is a critical part of ReCA’s growth strategy. To that end, ReCA has staffed a Quality Control Manager (Q.C. Manager) to coordinate with the Beck Institute both the training of ReCA staff in the Beck Institute’s philosophy and approach as well as the training of ReCA partners, and possibly a few ACJ staff, in ReCA’s Life Coaching-based approach to facilitation. ReCA’s Q.C. Manager will be tasked with coordinating these trainings with the Beck Institute and ACJ staff and will ensure fidelity to high quality curricula and facilitation through training, supervision, feedback surveys from participants, observations and feedback from ReCA team members, and a culture of commitment to excellence in personal and organizational conduct that is encouraged by ReCA Leadership.

Language is extremely important in any interaction so ensuring that all staff are on board with the proper use of language is addressed early on in the on-boarding process. Expert ReCA Life Coach and Facilitator trainers will be tasked with leading a 1-day workshop in the life coaching approach. This is ReCA's most basic training for all of its staff facilitators and partners on ReCA-led projects. ReCA will train all community-member facilitators who help to execute the

RFP for the Development of an Enhanced Comprehensive Reentry System

facilitation of programming, and it is our hope to train a few of our key allies of the Allegheny County Jail Staff in the coach approach as well. The orientation, and on-going training will be closely monitored by ReCA project managers to ensure that it is effective and yields the intended outcomes. As noted above, our Q.C. Manager will also play a key role in ensuring that all training is quality driven and value based. The Q.C. Manager is a part of the ReCA leadership team, so his feedback will be shared with all managers including the executive director.

CT-R Course Facilitation (40 points)

*Complete this section only if you are proposing to provide this service. If you are not proposing this service, please leave this section blank. Your response to this section must **not exceed 7 pages.***

1. Provide a clear statement about why your organization is interested in facilitating the CT-R Course and how it aligns with the Proposer's mission or current work. (5 points)

We at Re-entry Coaching Academy (ReCA), a re-entry organization formed by formerly incarcerated men trained as life coaches while still incarcerated, propose that the CT-R Course and its strength-based approach to facilitating closely aligns with ReCA's life coaching approach to facilitation. In fact, the life coaching profession was born out of the creative energy and movements in the 60s and 70s—self-help, sports coaching, and especially psychology. Abraham Maslow, a prominent psychologist in the 50s and 60s, with his humanistic psychology and its focus on human potential, and others started to deviate from the malady-based philosophy of psychoanalysis and look to the positive attributes of human beings as a basis to “treat” with preventative interventions. In the 70s, Drs. Aron Beck and Martin Seligman were at University of Pennsylvania, and Seligman credits Beck as one of his influences in developing “positive psychology”, a new branch of psychology that focuses on the positive qualities of humans to study and understand. With Beck's new therapy, cognitive-behavioral (C.B.T.), Seligman focuses on the positive cognitions that facilitate thriving. In the 80s, with these new ideas in psychology as well as self-help movements, sports coaching, etc., Thomas Leonard, a financial advisor who found that he was helping his clients with life advice just as much as financial advice, began developing a technique for helping individuals maximize their efforts and actualize their potential. This technique was called life advising or life planning at the time and became known as life coaching.

With the Beck Institute's development of CT-R and its collaborative, person-centered, and strengths-based approach, it seems that cognitive-behavioral interventions have evolved to meet full circle other progeny of the humanistic and positive psychology movements, especially the profession of life coaching. Life coaching's core tenets that the coach-client relationship be co-created, that the client leads the dance because they are the experts in their lives, that asking questions with curiosity helps the client find the answers within, etc., all promote wellness and habilitation in carceral spaces. To that end, CT-R and life coaching facilitate the attainment of mechanisms for thriving in life. These internal mechanisms are the base needed for models of habilitation in carceral spaces. For many incarcerated women and men, multiple systems have failed them, so programming must consider how to help them attain the tools needed to be able to navigate society—transitioning home during re-entry being one instance of application of those life tools. In fact, while ReCA's facilitation with the coach approach helps to create awareness and mindfulness around our thoughts and actions, it also puts the onus on the

RFP for the Development of an Enhanced Comprehensive Reentry System

participants to develop good habits by doing what they learn in class: there is accountability. ReCA life coach-facilitators help to not only create awareness around thoughts and habits, but also facilitate awareness of different personality types and communication styles, which helps for understanding multiple perspectives. ReCA facilitators, most importantly, model the coach approach as they train others how to listen on multiple levels and ask questions with curiosity to facilitate fruitful conversations in the workplace, at home, or whenever the need for a calm, measured presence is needed.

2. Describe your organizational experience and success in implementing an evidence-informed program, intervention and/or service to model fidelity. (5 points)

The idea for an organization created by and for the incarcerated and formerly incarcerated had its beginning in 2011 when eight men sat in a class with an associate warden at Federal Correctional Institution McKean (FCI McKean), a medium-security federal prison, to learn life coaching and the coach approach. One of the incarcerated students wrote a letter to the author of the textbook that we were using, and from that connection, those eight men and the associate warden, a life coach herself, were given permission to use the curriculum to receive the same professional life coach training that participants receive on the “streets”. After that initial class, The Institute for Life Coach Training (ILCT), the organization that gave us the curriculum to use, allowed the original eight class members to facilitate the succeeding cohorts through the same rigorous training that we had received.

Each succeeding cohort then took on the responsibility of training the next generation in the life transformational tools that coaching offers. We started to utilize the coach approach—which is asking powerful questions with curiosity to help inspire the other to dig deep and start to create a new way of being for themselves. We did this because life coaching taught us that we are the designers of our lives and that we know our best path forward, and we believe that about others as well. It was a time when we simultaneously started to believe in ourselves and felt others believe in, encourage, and hold us accountable.

With this new way of thinking and being, we started to affect transformation in the prison culture. We were collaborating with staff to create a safe space for the resident population to practice new behaviors. In fact, the Supervisor of Education in the prison at the time, Denny Whitmore, who retired as an associate warden, has since retired from the Federal Bureau of Prisons and joined the ReCA team as Deputy Executive Director and helped us to execute on a project at a private carceral facility in Arizona that is managed by CoreCivic, America’s largest private prison operator. That Denny continues to work with us to create programming and opportunities for those justice-involved is a testament to the ethos of collaboration that we created at FCI McKean.

ReCA was formed in 2019 by nine formerly incarcerated life coaches from different parts of the Northeast and Midwest United States, and we have pursued and executed on a couple projects as a company. ReCA team members also spoke at the STEM-OPS (STEM Opportunities in Prison Settings) Convening in 2022 on various topics including the importance of collaboration with carceral partners as well as ReCA’s Peer-Facilitated Habilitation Model, which ReCA called “Pre-STEM”, and we argued that life coaching should be a precursor to other programming in

RFP for the Development of an Enhanced Comprehensive Reentry System

carceral institutions much the same way that “Pre-K” facilitates the transition to school for children. ReCA members have also spoken at the American Educational Research Association’s (AERA) convening in 2023 on the topic of designing more humane mathematics and learning spaces as well as the NSF-Includes Convening in 2023 on the topic of the importance of STEM programming in the extremely underserved populations of carceral institutions. We also have a founding ReCA member who is the Diversity, Equity, and Inclusion Coordinator for Pittsburgh’s community college, Community College of Allegheny County, and another founding member is the Re-entry Coordinator for six prisons in New York.

While ReCA members’ individual successes are indicative of life coaching being a key determinant, it is our organizational accomplishments that indicate replicability. ReCA negotiated and led a project with Coaching Beyond the Fences (CBtF), a women’s life coaching business founded by formerly incarcerated women in Oklahoma, and Co-active Training Institute (CTI), one of the first and largest life coach training institution, to deliver life coaching-based programming in a private prison in Arizona. ReCA also has strong relationships with individual life coaches and institutions who were instrumental in the early stages of the profession and have continued to influence it. Among re-entry organizations, the above-mentioned relationships highlight ReCA’s strategic placement in the life coaching industry—many of whom want to serve in this space with this meaningful work.

The CoreCivic project consisted of us delivering the same system of curricula based on life coaching and the coach approach in one of CoreCivic’s carceral institutions in Arizona. We partnered with CBtF and CTI to deliver three 1-week intensive workshops, which included the following: personality assessment and exercises, SMART Goals, coach approach and life coach training, facilitator training, and more. We are currently in the second phase of this on-going project.

We have also executed as re-entry consultants as well as on a workforce retention course that was funded by the Reform Alliance, a re-entry organization formed by the rappers Meek Mill and Jay Z. We are currently recruiting for our second cohort in the Reform-funded project, which is a 6-week course called Career Wellness with the Coach Approach and helps participants to gain mindfulness and success around habit tracking and formation as well as knowing one’s personality and communication styles. This course is held at the Community College of Allegheny County, and participants are men and women from the Renewal halfway house and/or by probation referral.

Another worthy mention is the fact that the former Chief Federal Probation Officer for the Western District of Pennsylvania, Belinda Ashley, resigned her position to pursue her doctorate, with the focus of her dissertation research on our life coaching program.

3. Describe your organization’s proposed facilitation approach in the ACJ and the community, including suggested locations, schedule and frequency, and engagement strategies for community-based groups (25 points)

Re-entry Coaching Academy (ReCA) will utilize life coaching and the coach approach—believing in others’ potential, engaging multiple levels of listening, asking questions with

RFP for the Development of an Enhanced Comprehensive Reentry System

curiosity to facilitate growth, creating a safe space to experiment with new ways, etc.—to facilitate the Beck curriculum. Since a core tenet of life coaching is that the client (or in this case participants) is the expert in their own lives and all that we have to do is design the space to facilitate trust and honest reflection, we believe that our approach to facilitation is closely aligned with Beck Institute’s CT-R approach. With hundreds of hours in training and certifications in life coaching and facilitation techniques as well as many multiples of years of experience in facilitating programs with various dosages of interventions, ReCA is confident with the experience that it can create for the residents of the Allegheny County Jail.

While there are many factors that determine whether a program will be successful, it is our peer life coaching approach that has helped us to continue to reach residents in carceral facilities and those returning home. ReCA Coaches have utilized their lived-experience—thriving in prison, successfully transitioning home, etc.—to guide their intuition when asking questions to help participants map out their own plans for success. Questions help us to find our own answers, and it is our shared jargon as well as positionality that facilitates the trust and communication needed to foster relationships and promote community. In these classrooms we begin to habilitate, and with our new ability to navigate life, we begin to be a community member and serve by facilitating others learning and growth. It is precisely the trust and honest/open communication from a successful peer life coach that encourages us, challenges us, and holds us accountable, and it is these qualities of the experience that allow for experimentation of new behaviors in a safe space.

In addition to peer life coaches, ReCA also partners with community members and other professionals to facilitate growth and transformation. We believe in a “all-hands-on-deck” approach and that all stakeholders should have voice to inform the system—with incarcerated and formerly incarcerated having the biggest say because the system is designed to serve us. In fact, we have facilitators who have specialties in restorative justice and conflict resolution, mindfulness, occupational therapy, ADHD Life Coaching, leadership training with the coach approach, and much more. Moreover, ReCA is better placed in the life coaching industry with our relationships Co-active Training Institute (CTI), Institute for Life Coach Training (ILCT), Coaching Beyond the Fences (CBtF), ADHD Life Coaching, and more than any other re-entry organization.

ReCA has identified four sites for the implementation of the community-based component of the CT-R:

1. Voices Against Violence; 900 Delmont Ave; 15210
2. Community College of Allegheny County; 808 Ridge Avenue, 15212
3. Homewood-Brushton Center; 701 North Homewood Ave; 15208
4. West Hill Center; 1000 McKee Road; 15071

Jail-Based CT-R Sample Scheduling

M = Men; W = Women; #denotes which group (e.g. M1 and the same group of men; M2 is another group of men, etc.). T = team of 2 facilitators (e.g. T1 = Team 1; T2 = Team 2). A = Alternate (e.g. A1 = Alternate 1)

| <u>Mon</u> | <u>Tues</u> | <u>Wed</u> | <u>Thurs</u> | <u>Fri</u> |
|-------------------|--------------------|-------------------|---------------------|-------------------|
|-------------------|--------------------|-------------------|---------------------|-------------------|

RFP for the Development of an Enhanced Comprehensive Reentry System

| | | | | | |
|------|-------|-------|-------|-------|-------|
| a.m. | M1 T1 | W1 T1 | M1 T1 | W1 T1 | M1 T1 |
|------|-------|-------|-------|-------|-------|

| | | | | | |
|------|-------|-------|-------|-------|-------|
| p.m. | M2 T2 | W2 T2 | M2 T2 | W2 T2 | M2 T2 |
|------|-------|-------|-------|-------|-------|

*20 facilitator-hours per week per shift = 40 hours total = 1 FTE Facilitator

With 2 alternates, each cycle will contain 6 facilitators.

6 weeks with 1- or 2-week break between classes = 6 cycles

| | <u>Mon</u> | <u>Tues</u> | <u>Wed</u> | <u>Thurs</u> | <u>Fri</u> |
|------|-------------------|--------------------|-------------------|---------------------|-------------------|
| a.m. | M3 T3 | W3 T3 | M3 T3 | W3 T3 | M3 T3 |
| p.m. | M4 T4 | W4 T4 | M4 T4 | W4 T4 | M4 T4 |

Community-Based CT-R Sample Scheduling

S = Site (e.g. S1 = Site #1, etc.); T = Team of 2 facilitators

| | <u>Mon</u> | <u>Tues</u> | <u>Wed</u> | <u>Thurs</u> | <u>Fri</u> | <u>Sat</u> |
|------|-------------------|--------------------|-------------------|---------------------|-------------------|-------------------|
| a.m. | | S1 T1 | | | | S4 T1 |
| p.m. | | | S2 T2 | | S3 T2 | |

*If we have to do all 4 sites each week, that would be 4 facilitator-hours per site. So, 16 facilitator-hours total, and with meeting prep time equals 20 hours needed for .5 FTE Facilitator.

*There will be a total of 1.5 FTE Facilitators needed to execute both the inside and outside components.

Engagement Strategies for Community-Based Groups

ReCA's two primary engagement strategies will be the Peer Re-entry Coach (PRC) Program as well as transportation incentives via bus passes and gas gift cards given to participants for their attendance to at least one of the four community-based sites each week (participants are eligible for up to 10 bus passes for attendance at 10 post-incarceration program sessions)

Peer Re-entry Coach (PRC) Program

Program Overview:

The Peer Re-entry Coach (PRC) Program is a holistic support initiative aimed at empowering individuals with the tools and resources necessary to successfully reintegrate into society following incarceration. Through a combination of life coaching, skill development, employment assistance, and community engagement, participants are provided with comprehensive support tailored to their unique needs and circumstances. At its core, the PRC Program is designed to support individuals as they navigate the challenging transition from incarceration to community reintegration.

Position Title: Peer Re-entry Coach (PRC) – 1 FTE

Position Description:

Peer Re-entry Coaches (PRCs), play a crucial role in supporting individuals as they transition back into society following incarceration. Their primary responsibilities will revolve around providing comprehensive support services and resources to facilitate successful reintegration into the community.

RFP for the Development of an Enhanced Comprehensive Reentry System

Position Qualifications:

- Lived experience of incarceration and of transitioning home
- At least 30 hours of coach-specific training at an ICF-accredited program
- Passed basic-level coaching exams on International Coaching Federation (ICF)'s Core Competencies
 - At least 50 hours of life coaching experience.
 - At least 50 hours of facilitation with the coach approach

Build Alliance:

Central to the success of the PRC Program is the collaborative effort between participants, coaches, and community stakeholders. By building strong alliances with local organizations, employers, and service providers, we create a network of support that enhances the re-entry experience and promotes long-term success for participants. Participants and coaches commit to the expectations of the program.

Expectations and Responsibilities:

Participants in the PRC Program are expected to actively engage in the various components of the program, including coaching sessions, skill-building workshops, and community activities. Additionally, participants are responsible for setting and working towards their personal goals with the guidance and support of their assigned Peer Re-entry Coach.

Coaches in the PRC Program are tasked with providing personalized support, guidance, and encouragement to participants throughout their reentry journey. This includes facilitating coaching sessions, delivering workshops, connecting participants with resources, and advocating on their behalf when necessary.

As part of the PRC Program, participants are encouraged to reflect on their past experiences, current circumstances, and future aspirations. By sharing their stories, participants gain insight into their journey, identify areas for growth, and envision a brighter future for themselves beyond incarceration. Through this process of self-discovery and goal setting, participants are empowered to chart a new course towards personal and professional fulfillment.

4. Describe your organization's plan to incorporate peers or other credible messengers in your facilitation. (5 points)

ReCA, formed by credible messengers, has always promoted our voice as the major stakeholder in this system. Again, a core tenet of life coaching, we believe that we are the experts in our own lives, and in this context, that happens to make us experts in the programming for re-entry systems.

Moreover, one of our most valued partners is formerly incarcerated women life coaches Coaching Beyond the Fences (CBtF). The women coaches of CBtF were being trained under the Co-Active Training Institute (CTI) model of coaching in an Oklahoma women's state prison at the same time the men coaches of ReCA were being trained as life coaches under the Institute for Life Coach Training (ILCT) model (founded by Dr. Pat Williams, who was trained at Coach U) at a federal men's prison in Northwest Pennsylvania. In both instances, multiple cohorts were

RFP for the Development of an Enhanced Comprehensive Reentry System

trained as life coaches. In both instances, a movement was started at the institution. Now, we have partnered to be able to reach more people and be gender-specific when needed, and we will utilize the peer-women coaching and facilitation because we believe that certain questions and conversations are best facilitated with women-to-women and men-to-men.

Finally, we are a member of Allegheny County Anchored Reentry (ACAR) Consortium, which contains as its major voice the voices of reentrants and re-entry organizations formed by reentrants, and we count as valued partners these credible messengers.

Curriculum-based Programming (50 points)

*Complete this section only if you are proposing to provide this service. If you are proposing to provide programming for multiple service areas, your responses must address each program proposed. If you are not proposing this service, please leave this section blank. Your response to this section must not **exceed 7 pages** per service area proposed.*

1. Provide a clear statement about why your organization is interested in developing and facilitating Curriculum-based Programming in the chosen service area(s) and how it aligns with the Proposer's mission or current work. (5 points)

Our organization is deeply committed to developing and facilitating curriculum-based programming in job training and development because we believe in the transformative power of shared experiences. We are dedicated to inclusivity, welcoming individuals from all backgrounds and walks of life, aiming to effect positive change through partnership and education. Many of our staff and coaches have firsthand experience of transformation within carceral facilities, where they discovered purpose and rebuilt their lives and relationships. This personal journey motivates us to empower others facing similar challenges, ensuring they have the tools and support to succeed upon reintegration into their communities to believe in habilitation.

2. Describe your organizational experience and success in implementing an evidence-informed program, intervention and/or service to model fidelity. (5 points)

The idea for an organization created by and for the incarcerated and formerly incarcerated had its beginning in 2011 when eight men sat in a class with an associate warden at Federal Correctional Institution McKean (FCI McKean), a medium-security federal prison, to learn life coaching and the coach approach. One of the incarcerated students wrote a letter to the author of the textbook that we were using, and from that connection, those eight men and the associate warden, a life coach herself, were given permission to use the curriculum to receive the same professional life coach training that participants receive on the "streets". After that initial class, The Institute for Life Coach Training (ILCT), the organization that gave us the curriculum to use, allowed the original eight class members to facilitate the succeeding cohorts through the same rigorous training that we had received.

Each succeeding cohort then took on the responsibility of training the next generation in the life transformational tools that coaching offers. We started to utilize the coach approach—which is asking powerful questions with curiosity to help inspire the other to dig deep and start to create a new way of being for themselves. We did this because life coaching taught us that we are the

RFP for the Development of an Enhanced Comprehensive Reentry System

designers of our lives and that we know our best path forward, and we believe that about others as well. It was a time when we simultaneously started to believe in ourselves and felt others believe in, encourage, and hold us accountable.

With this new way of thinking and being, we started to affect transformation in the prison culture. We were collaborating with staff to create a safe space for the resident population to practice new behaviors. In fact, the Supervisor of Education in the prison at the time, Denny Whitmore, who retired as an associate warden, has since retired from the Federal Bureau of Prisons and joined the ReCA team as Deputy Executive Director and helped us to execute on a project at a private carceral facility in Arizona that is managed by CoreCivic, America's largest private prison operator. That Denny continues to work with us to create programming and opportunities for those justice-involved is a testament to the ethos of collaboration that we created at FCI McKean.

ReCA was formed in 2019 by nine formerly incarcerated life coaches from different parts of the Northeast and Midwest United States, and we have pursued and executed on a couple projects as a company. ReCA team members also spoke at the STEM-OPS (STEM Opportunities in Prison Settings) Convening in 2022 on various topics including the importance of collaboration with carceral partners as well as ReCA's Peer-Facilitated Habilitation Model, which ReCA called "Pre-STEM", and we argued that life coaching should be a precursor to other programming in carceral institutions much the same way that "Pre-K" facilitates the transition to school for children. ReCA members have also spoken at the American Educational Research Association's (AERA) convening in 2023 on the topic of designing more humane mathematics and learning spaces as well as the NSF-Includes Convening in 2023 on the topic of the importance of STEM programming in the extremely underserved populations of carceral institutions. We also have a founding ReCA member who is the Diversity, Equity, and Inclusion Coordinator for Pittsburgh's community college, Community College of Allegheny County, and another founding member is the Re-entry Coordinator for six prisons in New York.

While ReCA members' individual successes are indicative of life coaching being a key determinant, it is our organizational accomplishments that indicate replicability. ReCA negotiated and led a project with Coaching Beyond the Fences (CBtF), a women's life coaching business founded by formerly incarcerated women in Oklahoma, and Co-active Training Institute (CTI), one of the first and largest life coach training institution, to deliver life coaching-based programming in a private prison in Arizona. ReCA also has strong relationships with individual life coaches and institutions who were instrumental in the early stages of the profession and have continued to influence it. Among re-entry organizations, the above-mentioned relationships highlight ReCA's strategic placement in the life coaching industry—many of whom want to serve in this space with this meaningful work.

The CoreCivic project consisted of us delivering the same system of curricula based on life coaching and the coach approach in one of CoreCivic's carceral institutions in Arizona. We partnered with CBtF and CTI to deliver three 1-week intensive workshops, which included the following: personality assessment and exercises, SMART Goals, coach approach and life coach training, facilitator training, and more. We are currently in the second phase of this on-going project.

RFP for the Development of an Enhanced Comprehensive Reentry System

We have also executed as re-entry consultants as well as on a workforce retention course that was funded by the Reform Alliance, a re-entry organization formed by the rappers Meek Mill and Jay Z. We are currently recruiting for our second cohort in the Reform-funded project, which is a 6-week course called Career Wellness with the Coach Approach and helps participants to gain mindfulness and success around habit tracking and formation as well as knowing one's personality and communication styles. This course is held at the Community College of Allegheny County, and participants are men and women from the Renewal halfway house and/or by probation referral.

Another worthy mention is the fact that the former Chief Federal Probation Officer for the Western District of Pennsylvania, Belinda Ashley, resigned her position to pursue her doctorate, with the focus of her dissertation research on our life coaching program.

Our approach is grounded in evidence and success stories from programs such as those at FCI McKean and Mabel Bassett, a women's state prison in Oklahoma where CBtF developed their coaching program. Coaches who transformed their lives in these facilities have not only successfully reintegrated into society but have also excelled in multiple areas of their lives. Our program's effectiveness is evident in their achievements and sustained positive outcomes, demonstrating our capability to implement and maintain fidelity to evidence-informed practices.

3. Describe your organization's proposed approach to the design of the curriculum, including a sample curriculum, for the proposed service area(s) and any pathways to complementary community-based programming. (20 points)

Our curriculum design is comprehensive and tailored to empower individuals through self-discovery and skill-building. It includes modules on habits, goal setting, values, personality assessments, and perspectives. Understanding the unique needs of institutions and residents is fundamental to our approach, ensuring relevance and impact. We employ a "train the trainer" model, supported by a mandatory coach-approach training workshop, to ensure consistency and quality across all sessions. Transition plans are integral, focusing on supporting residents during the critical 90-day transition period back to their communities.

We designed our curriculum(s) based on our experiences of transformation while incarcerated and being trained as life coaches. The men life coaches of ReCA and the women life coaches of CBtF did the work on themselves first before we started to give back. So, we designed a program that helps us to do introspective work to discover our core values and align our decisions with them as well as determine how I communicate differently because of my personality. After we take this self-snapshot, we then go on to learn the tools to be able to facilitate conversation, manage our emotions, and help others be more mindful by modeling it ourselves. While we do traditional workforce development like resume building and career and interest alignment as well, we believe that our focus on soft skills and habits for thriving in every area of our lives helps us to be successful in not only attainment of employment, but just as important: retention.

To ensure continuity of connection to complementary programming in the community, ReCA will employ Peer Re-entry Coaches (PRCs) to meet with participants upon their release and help them map out their successful transition home and into needed programming and services. Through a combination of life coaching, skill development, employment assistance, and

RFP for the Development of an Enhanced Comprehensive Reentry System

community engagement, participants are provided with comprehensive support tailored to their unique needs and circumstances. PRCs will support individuals as they navigate the challenging transition from incarceration to community reintegration.

Position Title: Peer Re-entry Coach (PRC) – 2 FTE

Position Description:

Peer Re-entry Coaches (PRCs), play a crucial role in supporting individuals as they transition back into society following incarceration. Their primary responsibilities will revolve around providing comprehensive support services and resources to facilitate successful reintegration into the community.

Position Qualifications:

- Lived experience of incarceration and of transitioning home
- At least 30 hours of coach-specific training at an ICF-accredited program
- Passed basic-level coaching exams on International Coaching Federation (ICF)'s Core Competencies
- At least 50 hours of life coaching experience.
- At least 50 hours of facilitation with the coach approach

Build Alliance:

Central to the successful transition home of reentrants is the collaborative effort between participants, coaches, and community stakeholders. By building strong alliances with local organizations, employers, and service providers, we create a network of support that enhances the re-entry experience and promotes long-term success for participants.

Finally, to facilitate successful transition home and pathways to complementary programming and services upon release, ReCA will also provide a bus pass/gift card worth \$25 to each participant who either successfully completes the curriculum-based program or has completed at least 75% of the class by the time they are released.

4. Describe how your organization intends to facilitate the curriculum for the proposed programming for each proposed service area(s). (5 points)

In delivering our programming, we adopt a co-lead coaching approach, engaging peer life coaches during 90-minute sessions that begin with icebreakers to foster rapport and trust and may include visualization, guided meditation, coaching triads, and other activities. Our sessions are designed to facilitate meaningful discussions and practical skill development (e.g. writing a resume, interview skills, S.M.A.R.T. goals, etc.) ensuring participants are equipped with the tools and insights needed for successful reintegration, and by aligning our mission and lived experience with the transformative potential of life coaching-based programming, drawing from evidence-based practices, and leveraging personal experiences of our coaches, we are confident in our ability to make a significant impact in the lives of individuals transitioning from carceral environments back into society.

RFP for the Development of an Enhanced Comprehensive Reentry System

To effectively facilitate the curriculum for job training and development, our organization will adopt a comprehensive approach centered on co-leadership, coaching methodologies, and peer support structures. Here are some of the core elements to our facilitation style:

| ReCA Facilitation Style | |
|---|--|
| Co-Lead Approach | Each session will be co-led by trained facilitators who bring expertise in the content areas and facilitation techniques. This ensures a balanced delivery of material and diverse perspectives that enrich discussions. |
| Coach Approach | Utilizing a coaching framework, sessions will not only impart knowledge but also empower participants to explore personal insights, set goals, and develop actionable plans. Coaches will guide participants through reflective exercises and goal-setting processes tailored to individual needs. |
| Peer Life Coaches | Incorporating peer life coaches who have successfully navigated similar challenges will provide invaluable peer support. These coaches serve as role models and mentors, offering practical advice and encouragement based on their own experiences. |
| Triads for Support | Participants will be grouped into triads to foster a supportive environment where they can discuss challenges, share successes, and receive peer feedback. This structure promotes accountability and deeper connections among participants. |
| 90-Minute Sessions | Sessions will be structured to optimize engagement and learning within a 90-minute timeframe. This duration allows for focused discussions, interactive activities, and meaningful exchanges while respecting participants' time commitments. |
| Ice Breakers and Engaging Activities | Each session will begin with ice breakers and incorporate engaging activities to create a comfortable and inclusive atmosphere. These activities will encourage participation, build rapport among participants, and set a positive tone for discussions. |
| Facilitate Meaningful Discussions | Facilitators will employ active listening, questioning techniques, and group dynamics strategies to ensure that discussions are meaningful, respectful, and focused on learning outcomes. They will guide conversations towards critical thinking, problem-solving, and practical application of learning. |

By implementing this multifaceted approach, our organization aims to facilitate a curriculum that not only imparts knowledge but also fosters personal growth, resilience, and community support among participants in each service area. This methodology ensures that sessions are impactful, participant-centered, and aligned with the overarching goals of the program.

5. Describe your organization's intended outcomes for proposed programming and associated measures of success (5 points)

The intended outcomes for our organization's proposed programming are focused on empowering individuals to thrive in society post-incarceration through life-enhancing tools and support systems. Here are the key determinants of success:

1. Enhanced ability to thrive as measured by their understanding and implementation of life skills tools like new habit formation, ability to set and achieve SMART Goals, develop and apply emotional intelligence, ability to discover and align their decisions with their values.
2. Increased accountability as measured by participants' engagement and completion of assignments, which will promote participants taking greater responsibility for their actions and choices as returning citizens. This includes making informed decisions, contributing positively to their communities.
3. Greater awareness of the impact of intentional living as measured by narrative response to questions designed to elicit learning from respondents. This involves helping participants

RFP for the Development of an Enhanced Comprehensive Reentry System

identify their strengths, passions, and goals, and providing them with the support and resources necessary to achieve these aspirations through mindfully applying learning in life.

Two other common key determinants of successful job training and re-entry programming are how well they reduce recidivism as well as how well they facilitate attainment of employment. In fact, in a study titled *Employment after Prison: A Longitudinal Study of Releases in Three States* by the Urban Institute Justice Policy Center, it was found that taking job training classes while in prison has been shown to reduce the reincarceration rate one year out by approximately 40 percent—going from 22 percent of those released without job training classes being reincarcerated to 13 percent of those with job training classes being reincarcerated, saving the state the costs of incarceration and benefiting society by reducing the social costs of broken families. Also, participating in trade or job training while in prison was associated with higher employment likelihood eight months out (62 percent compared with 41 percent for those who did not participate). We at ReCA believe that our programming will meet and exceed these recidivism reduction and employment findings.

6. Describe the evidence base supporting your organization's proposed programming and explain how the programming will achieve the intended outcomes. (10 points)

Peer life coaching offers a rich environment for fostering learning and personal growth through its strength-based approach. Coaches who have personally transformed their lives within correctional facilities not only reintegrate successfully into society but also surpass national recidivism rates. This success is attributed to the shared lived experiences of peer life coaches, which convey relatability, deep understanding, and cultivate an environment of honesty and trust. The peer-to-peer dynamic enables coaches to effectively empathize with participants, guiding them towards positive behavioral changes and sustainable reintegration outcomes.

In Fact, Liz Browne, professor at Oxford University, argues in the article titled *Proposing a Proximal Principle Between Peer Coaching and Staff Development as a Driver for Transformation* that it is precisely the closeness of the coach to the coachee and the fact that in a coaching relationship there is not an expert and novice approach, but rather both parties have something to offer, that enhances the transformational effect. She says that Joyce and Showers argue in their article *Student Achievement Through Staff Development* that “the closer an innovation is to the experience of the learner the greater the impact is likely to be.” In this case the innovation that they, and we, are speaking of is the use of peer coaches to facilitate the learning of new behaviors. Browne goes on to say, “A relationship of trust between peers is established; the culture is one of ‘no blame’ with candor, support and mutual sharing of ideas and concerns...Rogers describes this reciprocal relationship as a ‘a dance of mutual influence and growth’.” We believe that it is this culture of mutual growth that has allowed us to be so successful on the inside with this model and will continue to help us be successful at building a community of high functioning, thriving reentrants. It is through “...conversation and language [as] a means for change. Peer coaching develops this approach. It is a co-operative act involving mutual respect that enhances community and builds social capital. It is through dialogue that we bring about change leading us to act in ways that result in justice and the true flourishing of human potential.”

RFP for the Development of an Enhanced Comprehensive Reentry System

Peer relationships provide individuals that have endured a specific life experience the chance to learn from those that have thrived after experiencing the same or similar situations. And because a peer coach has lived that experience, he or she will be guided by it as well as intuition to be able to ask the right questions to facilitate the growth of the coachee into their best selves: someone who is not just surviving or not breaking the law, but rather, who is thriving and reaching their established goals.

Activities-based Programming and Resource Coordination (25 points possible)

Complete this section only if you are proposing to provide this service. If you are not proposing this service, please leave this section blank. Your response to this section must not exceed 7 pages.

1. Provide a clear statement about why your organization is interested in coordinating activities and resources for individuals incarcerated in the ACJ and how it aligns with the Proposer's mission or current work. (10 points)

[Click here to enter text.](#)

2. Describe your organization's proposed approach for Activity-Based Programming and Resource Coordination, including a sample schedule of all proposed activities. (10 points)

[Click here to enter text.](#)

3. Describe any potential challenges your organization anticipates and how you would address them. (5 points)

[Click here to enter text.](#)

Financial Management and Budget (10 points, not included in page count)

All Proposers must complete this section. Budgets and budget narratives must reflect costs for all services proposed.

1. Attach a detailed line-item budget of the costs associated with all proposed strategies, including staff salaries, matching funds, and total expenses and revenues. (5 points)
See Attached Budget – **ReCA Categorical Budget Final**
2. Provide a budget narrative that clearly explains and justifies all line items in the proposed line-item budget. (5 points)
See Attached Budget – **ReCA Categorical Budget Final**

Goals:

- Eliminate Recidivism
- Change Thinking Patterns
- Develop Healthy Habits
- Produce Thriving Individuals
- Strengthen Family Relationships

| Role | Total of Employees | | Exper. Level Yrs | | Justice Involved | | Ethnicity | |
|--|--------------------|--------|------------------|--------|------------------|--------|------------------|-------------------------|
| | Male | Female | Male | Female | Male | Female | Male | Female |
| Executive Director | 1 | | 10+ | | No | N/A | African American | N/A |
| Program Manager | 1 | | 10+ | | No | N/A | White | N/A |
| Quality Control Manager | 1 | | 10+ | | Yes | N/A | White | N/A |
| Project Manager | 1 | 1 | 10+ | 5+ | Yes | Yes | African American | Hispanic |
| Administrative Assistant | | 1 | | 3+ | N/A | Yes | N/A | African American |
| Lead Peer Re-entry Coach and Facilitator | 1 | | 10+ | | Yes | N/A | African American | N/A |
| ReCA Life Coach and Facilitator Trainer | 2 | 2 | 10+ | 10+ | Yes | Yes | African American | African American; White |
| *Facilitator | TBD | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
| Peer Re-entry Coach | 2 | 2 | 3+ | 5+ | Yes | Yes | African American | African American |
| Interns | TBD | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
| Volunteers | TBD | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
| | | | | | | | | |

NOTES

All individuals working on this program have committed to the staffing hours assigned to them so coverage is more than adequate across both the CT-R service line and the Curriculum Based service line.

The sample staffing plans depict whole FTEs in each position. While the positions are the same the budget breaks the FTEs down based on actual hours budgeted across each service line.

*Facilitator - Facilitators will include various community based team members so the experience levels and demographics have yet to be determined

Goals:

- Eliminate Recidivism
- Change Thinking Patterns
- Develop Healthy Habits
- Produce Thriving Individuals
- Strengthen Family Relationships

| Role | Total of Employees | | Exper. Level Yrs | | Justice Involved | | Ethnicity | |
|--|--------------------|--------|------------------|--------|------------------|--------|------------------|------------------|
| | Male | Female | Male | Female | Male | Female | Male | Female |
| Executive Director | 1 | | 10+ | | No | N/A | African American | N/A |
| Program Manager | 1 | | 10+ | | No | N/A | White | N/A |
| Quality Control Manager | 1 | | 10+ | | Yes | N/A | White | N/A |
| Project Manager | 1 | 1 | 10+ | 5+ | Yes | Yes | African American | Hispanic |
| Administrative Assistant | | 1 | | 3+ | N/A | Yes | N/A | African American |
| Lead Peer Re-entry Coach and Facilitator | 1 | | 10+ | | Yes | N/A | African American | N/A |
| *Facilitator | TBD | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
| Peer Re-entry Coach | 2 | 2 | 3+ | 5+ | Yes | Yes | African American | African American |
| Interns | TBD | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
| Volunteers | TBD | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
| | | | | | | | | |

NOTES

All individuals working on this program have committed to the staffing hours assigned to them so coverage is more than adequate across both the CT-R service line and the Curriculum Based service line.

The sample staffing plans depict whole FTEs in each position. While the positions are the same the budget breaks the FTEs down based on actual hours budgeted across each service line.

*Facilitator - Facilitators will include various community based team members so the experience levels and demographics have yet to be determined

ReCA Core Curriculum

Objectives

Participants will learn the attributes of four general personality types and come to better understand their related strengths, learning styles, leadership styles, perceptions and communication styles.

Participants' will understand how to utilize SMART Goals to achieve their vision of success and have made goal setting one of their new healthy habits. Participants' will greatly increase their self-awareness and acquire the courage to challenge outdated beliefs, mind-sets, values, and principles.

Measurable Outcomes:

At the end of this course participant's will:

1. Understand the "types" of goals, time frames' of goals, and "value of.
2. Develop at least three new healthy habits and eliminate three bad habits.
3. Have attempted/accomplished a 12-day short term goal that moves them toward their vision of success by utilizing the acronym SMART.
4. Know their personality traits.
5. Understand the strengths and weaknesses of other personality types.
6. Be better equipped to resolve interpersonal challenges.
7. Understand how they have been effected in the past by both classical and operant conditioning.
8. Know how to utilize the four skills of Emotional Intelligence in order to respond to life's circumstances instead of simply reacting to them.
9. Have developed a vision of the life they desire that is congruent with their purpose.

Week 1

- Suit Up (What it all Means) Personality Assessment
- Building Exercise and Communication
- Perceptions

Week 2

- Basic Psychological Needs Theory (BPNT)
- Values Assessment and Exercise
- Wheel of Life Exercise & Habit Loop

Week 3

- Discuss Success, Define Goals, Compounding and 21-day SMART Goal
- Success Strategies: What is the secret to Making Success a Habit
- Conditioning, Habits, and Map Making

Week 4

- Highlighting Conditioning (Math test, Sign-in sheet, and Seating Chart)

- Coach-Approach Training and Triads

Self-profile Snapshot

Week 1

- I. **Firestarter** - 20 minute
 - a) Facilitator(s) will keep *a seating chart* to keep track of where each student sits. This is important for a lesson on conditioning coming up in the following weeks. Facilitators will keep track of their seating, and this action should be kept from the students. (Facilitators will have to design the seating chart based on the design of the room that the class is being held in.)
- II. **Co-create Classroom Norms: Agreements on Guiding Principles** – 15 minutes
 - a) Classroom etiquette: uphold the integrity of the classroom by keeping whatever is shared in the class confidential, refraining from disrespectful speech, listening and not interrupting others while they are speaking
 - b) Attendance is mandatory: 2nd unexcused absence and receive an incomplete
- III. **Discussion on expectations** - 10 minutes -
- IV. **Suit Up!** (assessment done during orientation) - 3 hours
 - a) **Seminar Overview** (5 min.) -
 - b) **What It All Means** – (30 minutes then 5-minute break) -
 - i) Ask the participants if they know what an **“introvert”** is and how to define it.
 - ii) Ask the participants if they know what an **“extrovert”** is and how to define it.
 - iii) Ask the participants if they know what an **“ambivert”** is and how to define it. After the discussion, hand out the information with the definition.
 - iv) Upon completion of the assessment, the facilitator will focus everyone’s attention on the “E” for extroversion. The higher the score, the more extroverted one is; and the lower the score, the more introverted one is. A score in the middle means that the participant is an ambivert.
 - v) Facilitator will explain some of the attributes of an introvert, extrovert and ambivert
 - vi) Facilitators will now define and facilitation discussion on the “O” for Openness.
 - vii) Facilitators will now define and facilitation discussion on the “C” for Conscientiousness.
 - viii) Facilitators will now define and facilitation discussion on the “A” for Agreeableness.
 - ix) Facilitators will now define and facilitation discussion on the “N” for Neuroticism (Negative Emotionality).
 - c) **Building Exercise and Communication** – 45 minutes -
 - i) Facilitators will pair the participants up in groups of 2 participants each. (If meeting via Zoom, pair them groups after subpoint “a”.) Once in their group, the facilitators will ask the participants to define “attributes” in their own words.

- a. Choose two or three responses before providing this definition: **Attributes are personal characteristics that we inherit (are born with) or develop over time.** An example would be our *strengths* and *weaknesses*. Strengths are positive attributes that you inherit or develop over time. And weaknesses are negative attributes.
- b. The facilitator will then direct the group to take six minutes (ea person answers) to answer the following questions amongst themselves:
 - “What are some of your strengths?” (an example would be something you do really well that others struggle with)
 - Take six minutes to answer the following question:
 - “What are some areas in your life that you believe needs Improvement?”
 - Take six minutes to answer the following question:
 - “How do you spend your spare time?”
- ii) Facilitators will now ask the groups to get back in the larger group and remind the participants that when you choose to focus on a person’s strengths and potential, they are far more likely to learn and grow.
- iii) Facilitator will facilitate a discussion on the importance communication
- d) **Perceptions** – 45 minutes -
 - i) The facilitators will ask three to five participants what “perception” means before they read this definition:
 - Perception** - the ability to see, hear, or become aware of something through the senses.
 - ii) Then, the facilitators will show a thirty to forty second video clip that is broken down into three sections.
 - iii) Facilitators will pause the video after the first section and ask the participants to write down what they think is happening. Facilitators will ask some questions to facilitate a conversation. Then, the facilitators will hit play and pause it after the second section and ask the participants to write down what they think is happening after this section. Again, facilitators will ask some questions to get a conversation going. Finally, facilitators will show the last section.
 - iv) After everyone is finished, everyone will discuss what they wrote down. This will give each other a look into how each other described what they saw.
 - v) The whole group will engage in a conversation whereby the facilitators will highlight the fact that some people see the same things and some do not see the issue in the same way. The way we view the world is called our *personal paradigm*, and it is based on our personality, which we have already noted is a combination of nature (genetics) and nurture (environment).

v. **Review and Fieldwork** – 10 minutes –

ReCA's Coach-Approach Training

I. Introductions – 10 minutes

II. Multiple Perspectives – 20 minutes

- Show [perspectives video clip](#)
- At each pause have participants write their thoughts down independently. Everyone will get a chance to share their thoughts in the whole group after all three parts are viewed (see worksheet).
- Facilitate small discussion on: “what does multiple perspectives mean in action?”; “What are some ways that we can design our learning spaces to feel inclusive?”

III. Person-Centered Language Discussion— 30 minutes

A. Define Person-Centered Language

1. Language Person-centered language, also known as person-first language, is a way of speaking that focuses on the person and their unique traits, strengths, and worth rather than any disability, medical condition, incarceration, or other label that might be used to define them. Person-centered language can help improve communication, reduce stigma, promote respect, encourage understanding and improve relationships, all of which helps to facilitate receptivity and learning.
2. Overall, person-centered language recognizes and honors the humanity of every individual, promoting better communication and understanding across various contexts. Learning to use person-centered language involves a conscious effort to shift one's mindset and communication habits. It is helpful to start by learning about the principles of person-centered language, and familiarize yourself with why it's important and how it impacts individuals.

B. Here are a few tips to learning person-centered language:

1. Look for resources from reputable organizations focused on disability rights, healthcare, and social justice.
2. Ask friends, colleagues, or mentors to provide feedback on your language. They can help identify areas where you might improve.
3. Attend workshops or training sessions on person-centered language. These can provide hands-on practice and expert guidance.
4. Engage with individuals from diverse backgrounds and listen to how they prefer to be described. Respect and use their preferred terms

Examples:

| Condition-Centered | Person-Centered |
|----------------------------|--|
| "Offender" | "Person who has committed a crime" or "Individual involved in the justice system" |
| "Prisoner" or "Inmate" | "Person who is incarcerated" or "Individual in prison" |
| "Ex-convict" or "Ex-felon" | "Person with a criminal record" or "Individual who was formerly incarcerated" |
| "Juvenile delinquent" | "Youth involved in the justice system" or "Young person with justice system involvement" |
| "Parolee" | "Person on parole" or "Individual under parole supervision" |
| "Sex offender" | "Person convicted of a sexual offense" or "Individual with a history of sexual offenses" |
| "Victim" | "Person who has experienced harm" or "Individual affected by crime" |
| "Gang member" | "Person involved in a gang" or "Individual associated with a gang" |

IV. The Big 5 Coaching Model and the Coaching Conversation – 90 min (10-minute Break at about 45 minutes into this section)

A. Before we can understand The Big 5 Coaching Model, we must understand the 3 different types of listening.

- The first level of listening is ***Listening To:***
Listening To (active listening) this is the level of listening where you listen for what is being said and what is not being said. Finding the substance inside of the conversation or the story behind the story.
- The second level of listening is ***Listening For:***

Listening For (level two Listening) is the level of listening where we listen for true desires, goals, and alliances, not to be confused with listening for solutions because we are not problem solvers. However, *Listening For* gives insight on a client's larger than life perception.

- The third level of listening is ***Listening With***:

Listening With (Empathetic Listening) is the level of listening that involves one's whole self for you must listen with your gut, intuition, body language and also the first two levels. Learning to listen on this level will allow you to listen for the Big 5 in any conversation.

The Big 5 ([GROW Model](#))

1. **Focus:** identify the client's true agenda what they really feel is important to them
 2. **Mindset & Attitude:** does the client's mindset match what they're stating their focus is and are they expressing the right attitude that it takes to get to their destination.
 3. **Skills and Capabilities:** Do they possess the skills that it takes to reach the goal and do they have the capacity to do it.
 4. **Habits, Practices, and Patterns:** Identify the client's habits to make sure they're healthy ones that aid to the client's goals. Identify how often does the client practice the habits and what does their everyday patterns look like working towards this goal
 5. **Energy:** listening to how the client's energy is towards the goal. Is the client's energy high or low when discussing topics and goals?
- B. Once The Big 5 have all been identified, we work with the client to make sure all five are aligned so that the lens is clear and we can have forward motion, which is the main agenda.
- C. Three Phases to the Coaching Conversation
1. Phase One:
 - a. Opening small talk to gauge energy and how things are going

- b. Coach asks the client what they would like to be coached on or what is the client's main agenda item for this conversation
- 2. Phase Two:
 - a. The main portion of the coaching conversation that takes the most time
 - b. It is where the coach and client explore options, pathways, any barriers or blocks, etc in pursuit of the client's goals...the client leads the dance by setting the tone and agenda, and the coach journeys with and asks questions with curiosity.
- 3. Phase Three:
 - a. Accountability
 - b. This is the part of the conversation where the coach and client begin to wind the session down and the energy has come to a point where the client is ready to commit to take an action between this session and the next to further their attainment of a goal/goals.

D. Mirroring Language

- 1. When a coach "mirrors" the language of the client, he or she is using the exact language that the client is using and reflecting it back to the client to ensure that the coach is not adding his or her own ideas or concepts to what the client is saying.
- 2. The coach can ask the client if it is ok to give an example from their lived experience or other piece of advice, but this should be used sparingly.

E. Powerful Questions

- 1. Remember that when coaching, a coach should be listening more than talking. The client is "leading the dance", which is setting the agenda and trajectory of the conversation. So, the client does 80% of the talking, and the coach should do 20% of the talking. To help the coach remember, he or she should use the acronym "W.A.I.T." (Why Am I Talking).
- 2. As the coach is listening for the Big 5, the coach should trust his or her intuition to ask questions to further the client's goals. Powerful questions are "open-ended" questions that usually start with "how" or "what" so that the client has to dig deep and answer the question. The coach asks the questions with genuine curiosity so as to help facilitate the client becoming interested and invested in finding the answers within themselves.
 - a. Eg. "What are your next steps? How will this/that help you to reach your goals?"

3. The coach can also use statements to further the conversation.
 - a. Eg. “Paint the picture...”; or “Tell me what that looks like”
4. We as coaches try to stay away from “close-ended” questions because they can only be answered with one word, usually “yes or no”, and do not give the client a chance to dig deep within themselves for their path forward.
 - a. However, a coach can use a close-ended question to gain clarity on something the client has said. But, it should be used sparingly and almost never when a coach is first learning his or her craft.
5. Facilitators model a brief coaching conversation – 10 minutes
 - a. One facilitator will coach another facilitator
 - b. One facilitator as an observer
 - i. the observer will fill out the observer form and read it when the short conversation is completed.
 - c. The coach will fill out a Big 5 Assessment Form right after the conversation and read their form to the class.

Break – 5 minutes

V. Triads – 60 minutes

- A. Break the participants down into groups of 3. If there is not enough participants to have all groups of 3, then have the facilitators sit with the groups as needed to make a triad. In each triad, the participants will get a chance to practice their listening and coaching.
 1. One person starts as the “coach”, one starts as the “client”, and one starts as an observer (if it is a quad, have 2 observers).
 2. The “Coach” will open the session with small talk about how the “client’s” day is and will transition to ask the question: “What would you like to be coached on today?”; or, “What would you like to work on today?”
 - a. After the client answers the question, the coach will commence to asking powerful questions as guided by their intuition. Remember that the client leads the dance, so the coach should be listening significantly more than speaking. To help the coach remember to listen, the coach will think about the acronym: “W.A.I.T.”
 - b. The coach will coach for a total of 10 minutes, so since it is an abbreviated coaching session (Coaching typically lasts

an hour), the Coach will get to the accountability portion at around the 8-minute mark. The observer will keep time and give a 2-minute warning so that the coach is aware to start wrapping it up.

- i. Accountability is the coach asking the client what they are willing to commit to over the next week to further whatever goal they brought up in the session.
 - ii. The client's commitment is called "fieldwork" because it is the work they willing to do in the field...in their life.
- c. While the coach is coaching, the observer(s) is filling out the observer sheet to assess how well the coach is doing according to the metrics on the observer sheet (things like listening, asking powerful questions, staying away from close-ended questions, establishing the alliance, letting the client lead the dance, mirroring language, creating accountability, etc.)
- d. Once the 10 minutes is up, the coach will immediately fill out a Big 5 Assessment Form. Then, everyone will switch roles and will keep switching every 10 minutes until everyone has had a chance to be a coach, to be a client, and to be an observer.
- e. When everyone has gone, the last portion will consist of everyone back in a larger group and all the observers will give their assessments to the coaches that they assessed.
 - i. The facilitators will facilitate a discussion around the Coaching Conversation Observation Forms and Big 5 Assessment Forms

VI. Review and Fieldwork – 10 minutes

- a. Fieldwork will be for the participants to practice their coaching in triads and/or quads (if quads there will be 2 observers always) during the week. The groups will be made based on their ability to meet and practice in the classroom space provided by the institution.
- b. Coaching Conversation Observer sheets will be filled out and given to the facilitators upon coming back to class. Facilitators will look over the Observer sheets and will pass them back to the Coach that they pertain to.
- c. Big 5 Assessment Forms will be filled out by each coach right after they coach and given to the facilitators of the class upon coming back to class. The facilitators will look them over and pass them back to the coach who filled them out to keep.

Budget and Budget Narratives

Organization: ReCA Foundation
Award Period: October 1, 2024 to September 30, 2026
Budget Period: October 1, 2024 to September 30, 2026

Funding Source: Allegheny County DHS Enhanced
Comprehensive Reentry System Grant

GRANT No.

Service Area Name: CR-T

| CATEGORY | | | | | | | |
|--|--|---------------|------|---------------|---------------|-------------------|--|
| Personnel - Description | POSITION | Salary | FTE | TOTAL YR 1 | Total YR 2 | Total 2 YR Budget | JUSTIFICATION |
| Kevin N. Tyler, Sr. | Executive Director | \$ 128,926.35 | 0.20 | \$ 25,785.27 | \$ 26,558.83 | \$ 52,344.10 | Represents .20 FTE salary of the Executive Director who provides executive leadership and oversight while working with the Board of Directors to operationalize ReCA's strategy and vision. |
| TBD | Program Manager | \$ 110,472.30 | 0.20 | \$ 22,094.46 | \$ 22,757.29 | \$ 44,851.75 | Represents .20 FTE salary of the program manager who develops a comprehensive plan, builds and manages the team, coordinates services and resources, implements effective communication channels, monitors progress and evaluates outcomes, also addresses challenges and risks. |
| Jason O'Malley | Quality Control Manager | \$ 100,000.00 | 0.20 | \$ 20,000.00 | \$ 20,600.00 | \$ 40,600.00 | Represents .20 FTE salary of the quality and culture manager who develops and implements standards, monitors compliance, conducts internal audits and reviews, identifies risks, supports data analysis and reporting, works with managers to utilize and focus on technology, assists with training and education, establishes communication, and feedback mechanisms, while establishing ethical Standards for compliance, and outcome evaluation. |
| Mike Talley & Kendra Delecruz | Project Manager | \$ 80,092.80 | 0.40 | \$ 32,037.12 | \$ 32,998.23 | \$ 65,035.35 | Represents .4 FTE. Works to develop and define clear and achievable goals for the reentry program, such as securing stable housing, finding employment, accessing healthcare, and reducing recidivism. Identify and allocate resources needed for program implementation, including staff, facilities, and partnerships with community organizations, maintain effective partnerships with jail staff, probation offices, community organizations, employers, educational institutions, and social service agencies, facilitate regular communication with stakeholders to ensure alignment of goals, share progress updates, and address concerns, oversee the delivery of services, and ensure adherence to legal and regulatory requirements, including participant confidentiality, equal opportunity, and safety protocols. |
| Mianta McKnight | Administrative Assistant | \$ 53,760.00 | 0.20 | \$ 10,752.00 | \$ 11,074.56 | \$ 21,826.56 | Represents .20 FTE salary of the Administrative Assistant who provides executive level management and administrative support for the Executive Director. The Executive Assistant will also act as a liaison to the Board of Directors and support the program manager on program level requirements. |
| Richard Brown | Lead Peer Re-entry Coach and Facilitator | \$ 75,000.00 | 0.20 | \$ 15,000.00 | \$ 15,450.00 | \$ 30,450.00 | Represents .25 FTE salary for the Lead Peer Re-entry Coach (PRCs). The lead PRC provides oversight of the overall PRC program while playing a crucial role in supporting individuals as they transition back into society following incarceration. Their primary responsibilities will revolve around providing comprehensive support services and resources to facilitate successful reintegration into the community. |
| Rico, Rikia, Samantha, etc | Peer Re-entry Coach | \$ 58,490.10 | 2.00 | \$ 116,980.20 | \$ 120,489.61 | \$ 237,469.81 | Represents 2 FTE salary for the Peer Re-entry Coaches (PRCs). PRCs play a crucial role in supporting individuals as they transition back into society following incarceration. Their primary responsibilities will revolve around providing comprehensive support services and resources to facilitate successful reintegration into the community. |
| ReCA Staff and Local Community Members | Facilitators | \$ 49,920.00 | 1.00 | \$ 49,920.00 | \$ 51,417.60 | \$ 101,337.60 | According to ZipRecruiter, avg facilitator salary is \$49,766 (https://www.ziprecruiter.com/Salaries/Facilitator-Salary#:~:text=Facilitator%20Salary:%20Hourly%20Rate%20June,2%25%20of%20jobs); So, let's say \$49,766/1,920 (40 hrs * 6 weeks * 8 cycles= 1,920 total facilitator hours) = approx. \$26 per hr; So, \$26 per hr * 1920 hrs = \$49,920 for 1 FTE Facilitator |
| Total Personnel | | | | \$ 292,569.05 | \$ 301,346.12 | \$ 593,915.17 | |
| Consultants/Experts: | | | | | | | |
| Matcom Ops | Technology Consultant | | | \$ 6,000.00 | \$ 6,000.00 | \$ 12,000.00 | The technology consultant is needed to handle information technology needs. This consultant will support Team ReCA to ensure that its service delivery model is supported and enhanced by technology. This consultant will provide help desk support while ensuring that all communications platforms are properly integrated into the program. |
| Professional Development Specialists | ReCA Life Coach and Facilitator Trainers | \$ 75,000.00 | 0.25 | \$ 18,750.00 | \$ 19,312.50 | \$ 38,062.50 | Expert ReCA Life Coach and Facilitator trainers will be tasked with leading a 1-day workshop in the life coaching approach. This is ReCA's most basic training for all of its staff facilitators and partners on ReCA-led projects. ReCA will train all community-member facilitators who help to execute the facilitation of programming, and it is our hope to train a few of our key allies of the Allegheny County Jail Staff in the coach approach as well. |
| Total Consultants/Experts | | | | \$ 6,000.00 | \$ 6,000.00 | \$ 12,000.00 | - |
| Occupancy | | | | \$ - | | | |

| | | | | | | | |
|---------------------------|---|--|----|---------------|---------------|---------------|---|
| Travel and Transportation | ReCA Team | | | \$ 5,000.00 | \$ 5,000.00 | \$ 10,000.00 | General travel to the ACJ, and travel for professional development, and community based programming |
| Client Costs | Gift Cards and Bus Passes | | | \$ 18,000.00 | \$ 18,000.00 | \$ 36,000.00 | 700 participants per year/12 months = 60 participants per month/4 weeks = 15 participants per week So, we will need 15 cards— bus passes or gift—(one for ea participant ea week) * 48 weeks (closed 4 weeks a year for holidays and other prep time) * \$25 per card = \$18,000 |
| Subtotal Direct Costs | | | | \$ 321,569.05 | \$ 330,346.12 | \$ 651,915.17 | - |
| Indirect costs | General Office Supplies and other miscellaneous costs | | 2% | \$ 6,431.38 | \$ 6,431.38 | \$ 12,862.76 | General Office Supplies and other miscellaneous costs |
| Total | | | | \$ 328,000.43 | \$ 336,777.50 | \$ 664,777.93 | - |

Budget and Budget Narratives

Organization: ReCA Foundation
Award Period: October 1, 2024 to September 30, 2026
Budget Period: October 1, 2024 to September 30, 2026
Funding Source: Allegheny County
DHS Enhanced Comprehensive
Reentry System Grant

GRANT No.

Service Area Name: Curriculum Based Programming

| CATEGORY | | | | | | |
|--------------------------------------|---|--------------|------|---------------|---------------|---|
| Personnel - Description | POSITION | Salary | FTE | TOTAL YR 1 | Total YR 2 | Total 2 YR Budget |
| Kevin N. Tyler, Sr. | Executive Director | \$128,926.35 | 0.10 | \$ 12,892.64 | \$ 13,279.41 | \$ 26,172.05 |
| | | | | | | Represents .10 FTE salary of the Executive Director who provides executive leadership and oversight while working with the Board of Directors to operationalize ReCA's strategy and vision. |
| TBD | Program Manager | \$110,472.30 | 0.10 | \$ 11,047.23 | \$ 11,378.65 | \$ 22,425.88 |
| | | | | | | Represents .10 FTE salary of the program manager who develops a comprehensive plan, builds and manages the team, coordinates services and resources, implements effective communication channels, monitors progress and evaluates outcomes, also addresses challenges and risks. |
| Jason O'Malley | Quality Control Manager | \$100,000.00 | 0.10 | \$ 10,000.00 | \$ 10,300.00 | \$ 20,300.00 |
| | | | | | | Represents .10 FTE salary of the quality and culture manager who develops and implements standards, monitors compliance, conducts internal audits and reviews, identifies risks, supports data analysis and reporting, works with managers to utilize and focus on technology, assists with training and education, establishes communication, and feedback mechanisms, while establishing ethical Standards for compliance, and outcome evaluation. |
| Mike Talley & Kendra Delecruz | Project Manager | \$ 80,092.80 | 0.25 | \$ 20,023.20 | \$ 20,623.90 | \$ 40,647.10 |
| | | | | | | Represents .25 FTE. Works to develop and define clear and achievable goals for the reentry program, such as securing stable housing, finding employment, accessing healthcare, and reducing recidivism. Identify and allocate resources needed for program implementation, including staff, facilities, and partnerships with community organizations, maintain effective partnerships with jail staff, probation offices, community organizations, employers, educational institutions, and social service agencies, facilitate regular communication with stakeholders to ensure alignment of goals, share progress updates, and address concerns, oversee the delivery of services, and ensure adherence to legal and regulatory requirements, including participant confidentiality, equal opportunity, and safety protocols. |
| Mianta McKnight | Administrative Assistant | \$ 53,760.00 | 0.10 | \$ 5,376.00 | \$ 5,537.28 | \$ 10,913.28 |
| | | | | | | Represents .10 FTE salary of the Administrative Assistant who provides executive level management and administrative support for the Executive Director. The Executive Assistant will also act as a liaison to the Board of Directors and support the program manager on program level requirements. |
| Richard Brown | Lead Peer Re-entry Coach and Facilitator | \$ 75,000.00 | 0.10 | \$ 7,500.00 | \$ 7,725.00 | \$ 15,225.00 |
| | | | | | | Represents .10 FTE salary for the Lead Peer Re-entry Coach (PRCs). The lead PRC provides oversight of the overall PRC program while playing a crucial role in supporting individuals as they transition back into society following incarceration. Their primary responsibilities will revolve around providing comprehensive support services and resources to facilitate successful reintegration into the community. |
| Rico, Rikia, etc. | Peer Re-entry Coach | \$ 58,490.10 | 2.00 | \$ 116,980.20 | \$ 120,489.61 | \$ 237,469.81 |
| | | | | | | Represents 2 FTE salary for the Peer Re-entry Coaches (PRCs). PRCs play a crucial role in supporting individuals as they transition back into society following incarceration. Their primary responsibilities will revolve around providing comprehensive support services and resources to facilitate successful reintegration into the community. |
| Total Personnel | | | | \$ 183,819.27 | \$ 189,333.84 | \$ 373,153.11 |
| Consultants/Experts | | | | | | |
| | | | | | | |
| Matcom Ops | Technology Consultant | | | \$ 2,000.00 | \$ 2,000.00 | \$ 4,000.00 |
| | | | | | | The technology consultant is needed to handle information technology needs. This consultant will support Team ReCA to ensure that its service delivery model is supported and enhanced by technology. This consultant will provide help desk support while ensuring that all communications platforms are properly integrated into the program. |
| Professional Development Specialists | ReCA Life Coach and Facilitator Trainers | \$ 75,000.00 | 0.25 | \$ 18,750.00 | \$ 19,312.50 | \$ 38,062.50 |
| Total Consultants/Experts | | | | \$ 20,750.00 | \$ 21,312.50 | \$ 42,062.50 |
| | | | | | | Expert ReCA Life Coach and Facilitator trainers will be tasked with leading a 1-day workshop in the life coaching approach. This is ReCA's most basic training for all of its staff facilitators and partners on ReCA-led projects. ReCA will train all community-member facilitators who help to execute the facilitation of programming, and it is our hope to train a few of our key allies of the Allegheny County Jail Staff in the coach approach as well. |
| Occupancy | | | | \$ - | | |
| Travel and Transportation | | | | \$ 2,500.00 | \$ 2,500.00 | \$ 5,000.00 |
| | | | | | | General travel to the ACJ, and travel for professional development, and community based programming |
| Client Costs | Gift Cards and Bus Passes | | | \$ 15,000.00 | \$ 15,000.00 | \$ 30,000.00 |
| | | | | | | to facilitate successful transition home and pathways to complementary programming and services upon release. ReCA will also provide a bus pass/gift card worth \$25 to each participant who either successfully completes the curriculum-based program or has completed at least 75% of the class by the time they are released; 20 participants per week * for 5 weeks * 6 cycles * \$25 per card = \$15,000. |
| Subtotal Direct Costs | | | | \$ 222,069.27 | \$ 228,146.34 | \$ 450,215.61 |
| | | | | | | |
| Indirect Costs | General Office Supplies and other miscellaneous costs | | 2% | \$ 4,441.39 | \$ 4,441.39 | \$ 8,882.77 |
| | | | | | | General Office Supplies and other miscellaneous costs |
| Total | | | | \$ 226,510.66 | \$ 232,587.73 | \$ 459,098.38 |

\$ 480.00 \$ 67.15



June 10, 2024

To whom it may concern:

The Reentry Coaching Academy (ReCA) has permission and access to use any available class room space at the Community College of Allegheny County to facilitate the community based programming for the Allegheny County Jail Enhanced Comprehensive Reentry System.

Michael Talley
Diversity, Equity, and Inclusion Coordinator
Guns Down/Level Up Program Manager
Community College of Allegheny County

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

STEP BY STEP SUPPORT, LLC

Susan Rua CADC MSPC LPC

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

June 17, 2024

To Whom This May Concern,

My name is Susan Rua, and I own and operate New Beginnings Transitional Living Foundation, which is transitional living housing for male and females who are transitioning from substance abuse disorder to a better life and are learning how to develop tools to stop using. They also develop skills to have a career and to be independent. We facilitate the learning tools to reconstruct families, relationships, and develop new healthy relationships with others. We mandate attending a 12-step fellowship, doing one meeting a day for 90 days, attainment of a home group and a sponsor within the first 90 days, and working the 12 steps. New Beginnings' Mission is helping others to develop skills to be all they can be by recovering and leaving the lifestyle of actively using and developing skills from a holistic recovery standpoint of view. I operate five houses for men and one woman's house in the Pittsburgh area.

I also operate a small private practice called Step-By-Step Support LLC. We are licensed by the department of drug and alcohol. We take all major insurances, and if needed we operate on a sliding scale to individuals who need help. We encourage the ability to stop actively using and to start a new way of life through independent counseling and learning of healthy coping skills as well as positive healthy boundaries. We work at a holistic mind, body, and spirit approach—from individual counseling as well as couples counseling and family therapy. We have a doctor on site, and we believe walking the person step by step through the tough times of their lives and encouraging and believing in them to a proper and better way of living.

I am interested in collaborating with Jason O'Malley and the ReCA Foundation to help make a difference and save some lives together. I look forward to helping in any way that I can to assist the ReCA Foundation in providing services for those transitioning home from incarceration, and I have spoken to Jason about the possibility of turning one of my houses into a re-entry focused house so that reentrants have a space to continue to learn and grow as they return and get re-acclimated to society.

If any further information is needed, I can be reached at the information contained on this letterhead.

Sincerely,

Susan Rua

Susan Rua CADC BA MSPC LPC



Addiction and Mental Health Therapist



DOING THE
MOST GOOD™

WESTERN PENNSYLVANIA DIVISION

Founded in 1865 by William Booth

Harbor Light Center

06/18/2024

I am writing to express my enthusiastic support for the Enhanced Comprehensive Reentry System proposal submitted by the ReCA Foundation (ReCA). As a Drug and Alcohol Counselor at Salvation Army Harbor Light Center, I have witnessed firsthand the critical need for effective reentry programs to support individuals transitioning from incarceration back into our communities.

The ReCA proposal aligns seamlessly with our shared goal of fostering successful reintegration for justice-involved individuals. By providing comprehensive services such as Recovery Oriented Cognitive Therapy and Curriculum Based Programming ReCA will undoubtedly make significant strides in addressing the multifaceted challenges faced by returning citizens.

Moreover, I have confidence in the expertise and dedication of ReCA's team. Their proven track record of partnering on projects with CoreCivic, and the Reform Alliance demonstrates their commitment to excellence in reentry programming.

I firmly believe that investing in reentry initiatives like the one proposed by ReCA not only benefits individual participants but also contributes to the safety and well-being of our entire community. By offering support, resources, and opportunities for growth, we empower returning citizens to lead fulfilling lives and become productive members of society.

In conclusion, I urge you to give full consideration to ReCA's grant application. Their proposed project has the potential to effect positive change and create lasting impact in our community. Should you require any further information or assistance, please do not hesitate to contact me.

Thank you for your attention to this important matter.

Sincerely,

Miranda Saunders

Miranda Saunders, M.S.



Drug and Alcohol Counselor

Salvation Army Harbor Light Center

www.wpa.salvationarmy.org

"...THERE IS NO REWARD EQUAL TO THAT OF DOING THE MOST GOOD TO THE MOST PEOPLE IN THE MOST NEED." EVANGELINE BOOTH

"PLEASE CONSIDER A PLANNED GIFT WITH THE SALVATION ARMY"