



DATE: 6/1/2023

TO: All Proposers

RE: Intent to Award for RFP No. PROB 2022-003

This is a Letter of Intent to Award regarding Request for Proposal (RFP) No. PROB 2022-003 for Youth and Family Programs, issued by the San Mateo County (the "County") on Nov. 2, 2022. The County has evaluated the proposals received using the evaluation criteria identified in the RFP, and is hereby recommending that the County enter into agreements with:

Juvenile Justice Crime Prevention Act (JJCPA)-funded contracts:

- Fresh Lifelines for Youth (FLY)
- StarVista
- Success Centers
- Urban Services YMCA of San Francisco

Juvenile Probation Camp Funding (JPCF)-funded contracts:

- Acknowledge Alliance
- Boys and Girls Club of the Peninsula
- Fresh Lifelines for Youth (FLY)
- StarVista
- Success Centers
- Urban Services YMCA of San Francisco

The Proposers listed above had the required qualifications and received the evaluation team's highest rankings. The award decision is conditioned upon final approval by the Departmental Director or the Board of Supervisors.

Thank you for your interest in doing business with the County of San Mateo.

Sincerely,

Tony Burchyns  
Management Analyst  
San Mateo County Probation Department  
650-312-8963, [tburchyns@smcgov.org](mailto:tburchyns@smcgov.org)

**AWARDED CONTRACTS - RFP Prob 2022-003 Youth and Family Programs**

<b>CBO</b>	<b>Service</b>	<b>Grant</b>	<b>Amount</b>
Fresh Lifelines for Youth	<b>Law and Leadership Program:</b> Youth build an understanding of the justice system and receive individualized support from case managers	Juvenile Justice Crime Prevention Act	\$125,323
StarVista	<b>Insights Program</b> (sustance abuse and mental health counseling) and <b>Victim Impact Awareness Program</b> (South County)	Juvenile Justice Crime Prevention Act	\$786,301
Success Centers	<b>Job Readiness Training, Employer Spotlights, Job Placement, Young Adult Subsidized Employment:</b> Year-round program design to help youth become workforce ready	Juvenile Justice Crime Prevention Act	\$198,838
YMCA of SF	<b>Victim Impact Awareness Program</b> (North County)	Juvenile Justice Crime Prevention Act	\$118,851
Acknowledge Alliance	<b>Collaborative Counseling Program:</b> Mental health counseling, case management and crisis intervention	Juvenile Probation Camp Funding	\$151,581
Boys and Girls Club of the Peninsula	<b>High School Success Advising Program:</b> 1:1 Student Mentoring, Academic Tutoring, Excursions to address barriers to school success	Juvenile Probation Camp Funding	\$141,663
Fresh Lifelines for Youth	<b>Law and Leadership Program</b>	Juvenile Probation Camp Funding	\$267,824
StarVista	<b>Strengthen Our Youth Program (SOY)</b>	Juvenile Probation Camp Funding	\$770,700
Success Centers	<b>Job Readiness Training / Job Placement Program:</b> Year-round program design to help youth become workforce ready	Juvenile Probation Camp Funding	\$199,604
YMCA of SF	<b>School Safety Advocates Program</b> at local middle schools	Juvenile Probation Camp Funding	\$712,027

RFP 2022_03 Youth and Family Programs Evaluation Committee Consolidated Scoresheet			TOTAL POSSIBLE POINTS													
SUBJECT AREAS			Acknowledge Alliance -JPCF							Success Centers - JPCF						
			1	2	3	4	5	6	7	1	2	3	4	5	6	7
<b>1</b>	<b>RFP Submission Requirements</b>	<b>10</b>														
1.1	Proposal meets all RFP requirements, i.e. Public Purchase, hard copies, deadline, formatting and tabulation	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
<b>Total</b>		<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>
<b>2</b>	<b>Project Approach and Service Model</b>	<b>25</b>														
2.1	Demonstrates a clear understanding of the project/proposed services detailed in Section II - SOW and the tasks to be performed (Letter of Introduction, Tab 2)	5	4	5	5	5	4	4	5	4	4	5	5	5	4	5
2.2	Feasibility of proposed amount/frequency of proposed services	5	4	5	5	5	5	3	4	3	4	5	3	4	4	4
2.3	Plan and procedure to implement and maintain services on a consistent basis (Tab 2)	5	3	5	5	5	5	4	5	4	4	5	5	4	5	5
2.4	Reasonableness of proposed staffing level and allocation plan (Tab 1)	5	4	5	4	5	3	3	4	4	3	4	5	5	5	5
2.5	Description of promising practices/evidence-based practices (Tab 2)	5	3	5	5	5	3	3	4	5	5	4	5	4	5	5
<b>Total</b>		<b>25</b>	<b>18</b>	<b>25</b>	<b>24</b>	<b>25</b>	<b>20</b>	<b>17</b>	<b>22</b>	<b>20</b>	<b>20</b>	<b>23</b>	<b>23</b>	<b>22</b>	<b>23</b>	<b>24</b>
<b>3</b>	<b>Qualifications</b>	<b>25</b>														
3.1	Expertise of service provider in fields necessary to complete the tasks (Tab 1, Exhibit A)	5	5	4.5	5	5	5	5	5	5	4	5	5	5	5	4
3.2	Quality/relevance of recently completed projects (Exhibit A, Tab 7)	5	4	4.5	5	5	5	5	5	4	3	5	5	5	4	5
3.3	Strategy for successful engagement with the County (Tab 2, Tab 3)	5	4	5	5	5	4	3	4	4	4	5	5	4	3	5
3.4	Expertise of the lead project manager (Tab 1)	5	5	5	4	5	5	5	5	5	4	5	5	4	3	5
3.5	Expertise of assigned staff in the subject area and description of the tasks to be performed by each staff person (Tab 1, Tab 2, Exhibit A, Exhibit B)	5	4	5	4	4	4	4	5	4	4	4	5	4	4	4
<b>Total</b>		<b>25</b>	<b>22</b>	<b>24</b>	<b>23</b>	<b>24</b>	<b>23</b>	<b>22</b>	<b>24</b>	<b>22</b>	<b>19</b>	<b>24</b>	<b>25</b>	<b>22</b>	<b>19</b>	<b>23</b>
<b>4</b>	<b>Data Collection/Evaluation</b>	<b>15</b>														
4.1	Description of how organization uses data to inform work with clients (Tab 6)	5	4	5	5	5	3	4	5	3	5	5	5	3	4	3
4.2	Capacity to meet data collection/reporting requirements under this RFP (Tab 6)	5	4	4	5	5	5	5	5	3	5	5	5	3	4	4
4.3	Methods currently used to track units of service including databases or software (Tab 6)	5	4	5	5	5	3	5	5	3	5	5	5	4	4	4
<b>Total</b>		<b>15</b>	<b>12</b>	<b>14</b>	<b>15</b>	<b>15</b>	<b>11</b>	<b>14</b>	<b>15</b>	<b>9</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>10</b>	<b>12</b>	<b>11</b>
<b>5</b>	<b>Cost Analysis and Budget</b>	<b>25 (Weighted 2.5x)</b>														
5.1	Feasibility of costs associated with program (Tab 5)	5	4	4	5	5	5	3	4	4	4	4	4	5	4	5
5.2	Exhibit C submitted without omissions (Exhibit C)	5	4	5	5	5	5	4	5	4	4	5	5	5	4	5
<b>Total</b>		<b>25</b>	<b>20</b>	<b>22.5</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>17.5</b>	<b>22.5</b>	<b>20</b>	<b>20</b>	<b>22.5</b>	<b>22.5</b>	<b>25</b>	<b>20</b>	<b>25</b>
Proposal Panelist Totals			82	95.5	97	99	89	80.5	93.5	81	84	94.5	95.5	89	84	93
Proposal Average Score			90.9							88.7						

RFP 2022_03 Youth and Family Programs Evaluation Committee Consolidated Scoresheet			TOTAL POSSIBLE POINTS													
SUBJECT AREAS			Success Centers - JJCPA							StarVista - JPCF/JJCPA						
			1	2	3	4	5	6	7	1	2	3	4	5	6	7
<b>1</b>	<b>RFP Submission Requirements</b>	<b>10</b>														
1.1	Proposal meets all RFP requirements, i.e. Public Purchase, hard copies, deadline, formatting and tabulation	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
	<b>Total</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>
<b>2</b>	<b>Project Approach and Service Model</b>	<b>25</b>														
2.1	Demonstrates a clear understanding of the project/proposed services detailed in Section II - SOW and the tasks to be performed (Letter of Introduction, Tab 2)	5	4	4	5	5	5	4	5	5	5	5	5	5	5	5
2.2	Feasibility of proposed amount/frequency of proposed services	5	3	4	3	3	4	3	4	5	5	5	5	5	5	5
2.3	Plan and procedure to implement and maintain services on a consistent basis (Tab 2)	5	4	4	5	5	4	4	5	5	5	5	5	4	5	5
2.4	Reasonableness of proposed staffing level and allocation plan (Tab 1)	5	4	3	4	5	5	4	4	4	5	5	5	5	5	5
2.5	Description of promising practices/evidence-based practices (Tab 2)	5	5	5	4	5	4	4	5	5	5	5	5	3	5	5
	<b>Total</b>	<b>25</b>	<b>20</b>	<b>20</b>	<b>21</b>	<b>23</b>	<b>22</b>	<b>19</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>22</b>	<b>25</b>	<b>25</b>
<b>3</b>	<b>Qualifications</b>	<b>25</b>														
3.1	Expertise of service provider in fields necessary to complete the tasks (Tab 1, Exhibit A)	5	5	4	5	5	5	4	4	5	5	5	5	5	5	5
3.2	Quality/relevance of recently completed projects (Exhibit A, Tab 7)	5	4	3	5	5	5	4	5	4	5	5	5	4	4	5
3.3	Strategy for successful engagement with the County (Tab 2, Tab 3)	5	4	4	5	5	4	3	5	4	5	5	5	4	5	5
3.4	Expertise of the lead project manager (Tab 1)	5	5	4	5	4	4	4	5	4	5	5	5	5	5	5
3.5	Expertise of assigned staff in the subject area and description of the tasks to be performed by each staff person (Tab 1, Tab 2, Exhibit A, Exhibit B)	5	4	4	4	5	4	4	4	5	5	5	5	5	5	5
	<b>Total</b>	<b>25</b>	<b>22</b>	<b>19</b>	<b>24</b>	<b>24</b>	<b>22</b>	<b>19</b>	<b>23</b>	<b>22</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>23</b>	<b>24</b>	<b>25</b>
<b>4</b>	<b>Data Collection/Evaluation</b>	<b>15</b>														
4.1	Description of how organization uses data to inform work with clients (Tab 6)	5	3	5	5	5	3	4	3	4	5	5	5	3	5	4
4.2	Capacity to meet data collection/reporting requirements under this RFP (Tab 6)	5	3	5	5	5	3	4	4	3	5	5	5	5	5	4
4.3	Methods currently used to track units of service including databases or software (Tab 6)	5	3	5	5	5	4	3	4	3	5	5	5	5	5	5
	<b>Total</b>	<b>15</b>	<b>9</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>10</b>	<b>11</b>	<b>11</b>	<b>10</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>13</b>	<b>15</b>	<b>13</b>
<b>5</b>	<b>Cost Analysis and Budget</b>	<b>25 (Weighted 2.5x)</b>														
5.1	Feasibility of costs associated with program (Tab 5)	5	4	4	4	4	5	4	4	4	4	5	5	4	4	5
5.2	Exhibit C submitted without omissions (Exhibit C)	5	4	4	4	4	5	4	5	4	5	5	5	5	5	5
	<b>Total</b>	<b>25</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>25</b>	<b>20</b>	<b>22.5</b>	<b>20</b>	<b>22.5</b>	<b>25</b>	<b>25</b>	<b>22.5</b>	<b>22.5</b>	<b>25</b>
	Proposal Panelist Totals		81	84	90	92	89	79	89.5	86	97.5	100	100	90.5	96.5	98
	Proposal Average Score		86.4							95.5						



RFP 2022_03 Youth and Family Programs Evaluation Committee Consolidated Scoresheet			TOTAL POSSIBLE POINTS													
SUBJECT AREAS			FLY - JPCF/JJCPA							BGCP - JPCF						
			1	2	3	4	5	6	7	1	2	3	4	5	6	7
<b>1</b>	<b>RFP Submission Requirements</b>	<b>10</b>														
1.1	Proposal meets all RFP requirements, i.e. Public Purchase, hard copies, deadline, formatting and tabulation	10	10	10	10	10	10	10	10	7	7	8	7	7	7	7
	<b>Total</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>7</b>	<b>7</b>	<b>8</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>
<b>2</b>	<b>Project Approach and Service Model</b>	<b>25</b>														
2.1	Demonstrates a clear understanding of the project/proposed services detailed in Section II - SOW and the tasks to be performed (Letter of Introduction, Tab 2)	5	5	5	5	5	5	5	5	5	4	5	5	5	4	4
2.2	Feasibility of proposed amount/frequency of proposed services	5	5	5	5	5	3	5	5	5	5	5	5	5	4	5
2.3	Plan and procedure to implement and maintain services on a consistent basis (Tab 2)	5	5	4	5	5	5	5	5	5	4	5	5	5	4	5
2.4	Reasonableness of proposed staffing level and allocation plan (Tab 1)	5	5	5	5	5	3	5	5	4	4	5	5	5	4	5
2.5	Description of promising practices/evidence-based practices (Tab 2)	5	5	5	5	5	4	5	5	5	4	5	4	5	4	5
	<b>Total</b>	<b>25</b>	<b>25</b>	<b>24</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>24</b>	<b>21</b>	<b>25</b>	<b>24</b>	<b>25</b>	<b>20</b>	<b>24</b>
<b>3</b>	<b>Qualifications</b>	<b>25</b>														
3.1	Expertise of service provider in fields necessary to complete the tasks (Tab 1, Exhibit A)	5	5	5	5	5	5	5	5	5	4	5	5	4	5	5
3.2	Quality/relevance of recently completed projects (Exhibit A, Tab 7)	5	4	5	5	5	4	5	5	4	3	5	5	5	5	5
3.3	Strategy for successful engagement with the County (Tab 2, Tab 3)	5	5	5	5	5	5	5	5	4	4	5	5	5	4	5
3.4	Expertise of the lead project manager (Tab 1)	5	5	5	5	5	5	5	5	4	4	4	5	5	5	5
3.5	Expertise of assigned staff in the subject area and description of the tasks to be performed by each staff person (Tab 1, Tab 2, Exhibit A, Exhibit B)	5	5	4	5	5	5	4	5	5	4	5	5	5	5	5
	<b>Total</b>	<b>25</b>	<b>24</b>	<b>24</b>	<b>25</b>	<b>25</b>	<b>24</b>	<b>24</b>	<b>25</b>	<b>22</b>	<b>19</b>	<b>24</b>	<b>25</b>	<b>24</b>	<b>24</b>	<b>25</b>
<b>4</b>	<b>Data Collection/Evaluation</b>	<b>15</b>														
4.1	Description of how organization uses data to inform work with clients (Tab 6)	5	5	5	5	5	5	5	5	4	4	5	5	4	4	5
4.2	Capacity to meet data collection/reporting requirements under this RFP (Tab 6)	5	3	4	5	5	5	5	5	3	4	5	5	5	5	5
4.3	Methods currently used to track units of service including databases or software (Tab 6)	5	3	4	5	5	5	5	5	3	4	5	5	5	4	5
	<b>Total</b>	<b>15</b>	<b>11</b>	<b>13</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>10</b>	<b>12</b>	<b>15</b>	<b>15</b>	<b>14</b>	<b>13</b>	<b>15</b>
<b>5</b>	<b>Cost Analysis and Budget</b>	<b>25 (Weighted 2.5x)</b>														
5.1	Feasibility of costs associated with program (Tab 5)	5	4	4	4	5	3	5	5	4	4	5	5	5	5	5
5.2	Exhibit C submitted without omissions (Exhibit C)	5	4	5	4	5	5	5	5	4	5	5	5	5	4	5
	<b>Total</b>	<b>25</b>	<b>20</b>	<b>22.5</b>	<b>20</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>22.5</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>22.5</b>	<b>25</b>
	Proposal Panelist Totals		90	93.5	95	100	89	99	100	83	81.5	97	96	95	86.5	96
	Proposal Average Score		95.2							90.7						

RFP 2022_03 Youth and Family Programs Evaluation Committee Consolidated Scoresheet			TOTAL POSSIBLE POINTS													
SUBJECT AREAS			Therapeutic Beat Making - JPCF Ken Laxamana							Therapeutic Beat Making - JPCF Dr. Elliot Gann						
			1	2	3	4	5	6	7	1	2	3	4	5	6	7
<b>1</b>	<b>RFP Submission Requirements</b>	<b>10</b>														
1.1	Proposal meets all RFP requirements, i.e. Public Purchase, hard copies, deadline, formatting and tabulation	10	10	9	10	9	9	9	9	10	9	10	9	9	9	9
	<b>Total</b>	<b>10</b>	<b>10</b>	<b>9</b>	<b>10</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>10</b>	<b>9</b>	<b>10</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>
<b>2</b>	<b>Project Approach and Service Model</b>	<b>25</b>														
2.1	Demonstrates a clear understanding of the project/proposed services detailed in Section II - SOW and the tasks to be performed (Letter of Introduction, Tab 2)	5	5	4	5	5	4	4	5	5	4	5	5	4	4	5
2.2	Feasibility of proposed amount/frequency of proposed services	5	5	5	5	5	3	3	5	5	5	4	5	3	4	5
2.3	Plan and procedure to implement and maintain services on a consistent basis (Tab 2)	5	4	4	5	5	4	4	5	4	4	5	5	4	5	5
2.4	Reasonableness of proposed staffing level and allocation plan (Tab 1)	5	4	4	5	5	5	5	5	4	4	4	5	5	5	5
2.5	Description of promising practices/evidence-based practices (Tab 2)	5	4	3	5	4	3	5	4	4	3	5	4	4	5	4
	<b>Total</b>	<b>25</b>	<b>22</b>	<b>20</b>	<b>25</b>	<b>24</b>	<b>19</b>	<b>21</b>	<b>24</b>	<b>22</b>	<b>20</b>	<b>23</b>	<b>24</b>	<b>20</b>	<b>23</b>	<b>24</b>
<b>3</b>	<b>Qualifications</b>	<b>25</b>														
3.1	Expertise of service provider in fields necessary to complete the tasks (Tab 1, Exhibit A)	5	5	4	5	5	3	4	5	5	5	5	5	4	5	5
3.2	Quality/relevance of recently completed projects (Exhibit A, Tab 7)	5	4	4	4	5	3	5	4	4	4	4	5	4	5	5
3.3	Strategy for successful engagement with the County (Tab 2, Tab 3)	5	3	4	5	5	3	3	4	3	4	5	5	4	4	5
3.4	Expertise of the lead project manager (Tab 1)	5	5	5	5	5	2	4	5	5	5	5	5	4	5	5
3.5	Expertise of assigned staff in the subject area and description of the tasks to be performed by each staff person (Tab 1, Tab 2, Exhibit A, Exhibit B)	5	5	4	5	5	2	4	5	5	5	5	5	4	5	5
	<b>Total</b>	<b>25</b>	<b>22</b>	<b>21</b>	<b>24</b>	<b>25</b>	<b>13</b>	<b>20</b>	<b>23</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>20</b>	<b>24</b>	<b>25</b>
<b>4</b>	<b>Data Collection/Evaluation</b>	<b>15</b>														
4.1	Description of how organization uses data to inform work with clients (Tab 6)	5	3	3	4	4	2	3	4	3	3	4	4	2	3	4
4.2	Capacity to meet data collection/reporting requirements under this RFP (Tab 6)	5	3	3	5	4	2	3	4	3	3	5	4	3	3	4
4.3	Methods currently used to track units of service including databases or software (Tab 6)	5	2	3	4	4	2	3	4	2	3	4	4	2	3	4
	<b>Total</b>	<b>15</b>	<b>8</b>	<b>9</b>	<b>13</b>	<b>12</b>	<b>6</b>	<b>9</b>	<b>12</b>	<b>8</b>	<b>9</b>	<b>13</b>	<b>12</b>	<b>7</b>	<b>9</b>	<b>12</b>
<b>5</b>	<b>Cost Analysis and Budget</b>	<b>25 (Weighted 2.5x)</b>														
5.1	Feasibility of costs associated with program (Tab 5)	5	3	3	4	4	4	3	4	3	3	4	4	4	3	4
5.2	Exhibit C submitted without omissions (Exhibit C)	5	4	4	4	4	4	4	4	3	4	4	4	4	4	4
	<b>Total</b>	<b>25</b>	<b>17.5</b>	<b>17.5</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>17.5</b>	<b>20</b>	<b>15</b>	<b>17.5</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>17.5</b>	<b>20</b>
	Proposal Panelist Totals		79.5	76.5	92	90	67	76.5	88	77	78.5	90	90	76	82.5	90
	Proposal Average Score		81.4							83.4						

RFP 2022_03 Youth and Family Programs Evaluation Committee Consolidated Scoresheet			TOTAL POSSIBLE POINTS						
SUBJECT AREAS			YMCA -JPCF/JJCPA						
			1	2	3	4	5	6	7
<b>1</b>	<b>RFP Submission Requirements</b>	<b>10</b>							
1.1	Proposal meets all RFP requirements, i.e. Public Purchase, hard copies, deadline, formatting and tabulation	10	10	10	10	10	10	10	10
<b>Total</b>		<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>
<b>2</b>	<b>Project Approach and Service Model</b>	<b>25</b>							
2.1	Demonstrates a clear understanding of the project/proposed services detailed in Section II - SOW and the tasks to be performed (Letter of Introduction, Tab 2)	5	5	4	5	5	5	5	5
2.2	Feasibility of proposed amount/frequency of proposed services	5	5	5	5	5	5	4	5
2.3	Plan and procedure to implement and maintain services on a consistent basis (Tab 2)	5	5	5	5	5	5	5	5
2.4	Reasonableness of proposed staffing level and allocation plan (Tab 1)	5	4	4	5	5	5	4	5
2.5	Description of promising practices/evidence-based practices (Tab 2)	5	5	5	5	5	5	5	5
<b>Total</b>		<b>25</b>	<b>24</b>	<b>23</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>23</b>	<b>25</b>
<b>3</b>	<b>Qualifications</b>	<b>25</b>							
3.1	Expertise of service provider in fields necessary to complete the tasks (Tab 1, Exhibit A)	5	5	5	5	5	5	5	5
3.2	Quality/relevance of recently completed projects (Exhibit A, Tab 7)	5	4	5	5	5	4	5	5
3.3	Strategy for successful engagement with the County (Tab 2, Tab 3)	5	5	5	5	5	5	4	5
3.4	Expertise of the lead project manager (Tab 1)	5	5	5	5	5	5	5	5
3.5	Expertise of assigned staff in the subject area and description of the tasks to be performed by each staff person (Tab 1, Tab 2, Exhibit A, Exhibit B)	5	5	5	5	5	5	4	5
<b>Total</b>		<b>25</b>	<b>24</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>24</b>	<b>23</b>	<b>25</b>
<b>4</b>	<b>Data Collection/Evaluation</b>	<b>15</b>							
4.1	Description of how organization uses data to inform work with clients (Tab 6)	5	4	4	5	5	4	4	5
4.2	Capacity to meet data collection/reporting requirements under this RFP (Tab 6)	5	3	5	5	5	5	4	5
4.3	Methods currently used to track units of service including databases or software (Tab 6)	5	3	4	5	5	5	5	5
<b>Total</b>		<b>15</b>	<b>10</b>	<b>13</b>	<b>15</b>	<b>15</b>	<b>14</b>	<b>13</b>	<b>15</b>
<b>5</b>	<b>Cost Analysis and Budget</b>	<b>25 (Weighted 2.5x)</b>							
5.1	Feasibility of costs associated with program (Tab 5)	5	4	4	5	5	5	4	5
5.2	Exhibit C submitted without omissions (Exhibit C)	5	4	5	5	5	5	5	5
<b>Total</b>		<b>25</b>	<b>20</b>	<b>22.5</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>22.5</b>	<b>25</b>
Proposal Panelist Totals			88	93.5	100	100	98	91.5	100
Proposal Average Score			95.9						



## **County of San Mateo**

### **Request for Proposals (RFP) for Youth and Family Programs**

#### **Probation Department**

RFP No. PROB 2022-003

Date issued:	<b>November 2, 2022</b>
Pre-proposal meeting:	<b>December 7, 2022, 9:00 a.m., PDT</b>
Questions due:	<b>December 9, 2022, 4:00 p.m., PDT</b>
Proposal due:	<b>January 9, 2023, 4:00 p.m., PDT</b>

**RFP Contact:**

Darlene Hansen, Management Analyst  
[dhansen@smcgov.org](mailto:dhansen@smcgov.org)

Request for Proposals No. PROB 2022-003 for Youth and Family Programs

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- B. Clients and Services
- C. Budget Allocation
- D. County’s Standard Contract Template

## I. Introduction and Schedule

### A. Definitions (may or may not be included in this RFP)

**Business Day:** Monday through Friday except for holidays as observed per the California Government Code.

**Camp Kemp:** Margaret J. Kemp Camp for Girls

**CANS:** Child Adolescent Needs and Strengths

**Contract:** The agreement between San Mateo County and Contractor awarded pursuant to this solicitation.

**Contractor:** The person or other entity awarded a Contract in conformance with the terms of this solicitation and any subsequently agreed upon terms

**County:** San Mateo County

**Deliverables:** Goods or services required to be provided to San Mateo County under the Contract.

**DJJ:** Division of Juvenile Justice:

**FTE:** Full-time Employee

**JAIS:** Juvenile Assessment and Intervention System

**JJCC:** Juvenile Justice Coordinating Council

**JJCPA:** Juvenile Justice Crime Prevention Act

**JJRBG:** Juvenile Justice Realignment Block Grant Program

**JPCF:** Juvenile Probation Camps Funding

**LAP:** Local Action Plan

**OYAS:** Ohio Youth Assessment System

**Project Manager:** The individual identified by San Mateo County as San Mateo County's primary contact for the receipt and management of the goods and services required under the Contract.

**PST:** Pacific Standard Time

**PDT:** Pacific Daylight Time when daylight saving time is in effect

**SMC:** San Mateo County

**SOARR:** Success and Opportunities Aspiring Readiness for Reentry

**SYTF:** Secure Youth Treatment Facility

**YOBG:** Youthful Offender Block Grant

**YSC:** Youth Services Center

**YSC-JH:** Youth Services Center-Juvenile Hall

## **B. General**

The County of San Mateo (the “County” or SMC) covers most of the San Francisco Peninsula. The region covers 744 mi<sup>2</sup> and is home to nearly 800,000 residents. The County is comprised of 20 incorporated cities and unincorporated areas. The County provides for the health and welfare of all people within its borders and serves as the local government for the unincorporated areas. Innovation thrives here in industries including bioscience, computer software, green technology, hospitality, financial management, health care, education, and transportation. The County prides itself on how that prosperity fosters its commitment to protecting and enhancing the health, safety, welfare, and natural resources of the community.

The mission of the San Mateo County Probation Department (“Department”) is to enhance community safety, reduce crime, and assist the victims of crime through offender accountability and rehabilitation. The vision of the San Mateo County Probation Department is to be a proactive and innovative agency which facilitates positive changes in offenders’ behaviors that reduce recidivism and foster a law-abiding lifestyle. Within the criminal justice system, probation represents the link between the application of appropriate consequences for illegal behavior and the recovery of offenders to productive, law-abiding lives. As of September 2022, the Department is responsible for the supervision of approximately 2,400 adult probationers, 830 adults on pretrial monitored own recognizance, 120 juvenile probationers, and the 24-hour supervision, or detention of approximately 22 youth in the Youth Services Center-Juvenile Hall (YSC-JH) and Margaret J. Kemp Camp for Girls (Camp Kemp). The Department has offices located in San Mateo, Redwood City, and South San Francisco.

The San Mateo County Probation Department’s (Department) Juvenile Services Division’s (Division) role is to contribute to community safety through its law enforcement, court services, supervision, and treatment referral functions. The Division operates on the principles of balanced and restorative justice. The Division stresses youth asset development, offender accountability, family stability, and social responsibility to reduce the impact of crime and delinquency in the community.

The Department is issuing Request for Proposal (RFP) No. 2022-003 for Youth and Family Programs and seeks one or more provider(s) of youth and family programs that promote resiliency, pro-social behavior, and emotional wellbeing as well as decrease youth involvement in the juvenile justice system. Programs should be documented or verified as evidence-based or a promising practice

Youth and Family Programs has two (2) parallel, but separate funding streams aimed at providing prevention, early intervention, and intervention to both at-risk and justice involved youth in San Mateo County. Funds for these services are provided to the County through the Juvenile Justice Crime Prevention Act (JJCPA), and Juvenile Probation and Camps Funding (JPCF). JJCPA funds are designated to affect criminal justice outcomes such as arrests, incarcerations, community service completed, restitution aid, and probation violations. JPCF programs support a broad spectrum of services for at-risk youth, juvenile offenders, and families.

### **Juvenile Justice Crime Prevention Act (JJCPA)**

In September 2000, the California Legislature passed AB1913, the Schiff-Cardenas Crime Prevention Act, which authorized funding for county juvenile justice programs. A 2001 senate bill extended the funding and changed the program’s name to the Juvenile Justice Crime Prevention Act (JJCPA). This effort was designed to provide a stable funding source to counties for juvenile programs that have been proven effective in reducing crime among at-risk and youth offenders.

**Juvenile Probation and Camps Funding (JPCF)**

The Juvenile Probation and Camps Funding program was developed in response to legislation signed by former California Governor Schwarzenegger in July 2005 (AB139, Chapter 74). This legislation appropriated state funds to support a broad spectrum of county probation services targeting at-risk youth, juvenile offenders (those on probation as well as those detained in local juvenile facilities), and their families.

**Term:** Contracts shall have a term of up to three (3) years, starting no sooner than July 1, 2023, and ending no later than June 30, 2026.

**Contractual Requirements:** If selected, proposers must commit to and be able to comply with the terms and conditions of the County’s standard contract template, attached to this RFP (Exhibit D).

**C. Schedule**

<b>RFP Released</b>	Wednesday, November 2, 2022
<b>Preproposal Meeting</b>	Wednesday, December 7, 2022, at 9 a.m. PDT
<b>Deadline for Questions, Comments and Exceptions</b>	Friday, December 9, 2022, at 4 p.m. PDT
<b>County’s Responses to Questions</b>	Friday, December 16, 2022
<b>Proposal Deadline Date and Time</b>	Monday, January 9, 2023, at 4 p.m. PDT
<b>Contract Negotiations</b>	February 27 – March 3, 2023 <i>Subject to change</i>
<b>Anticipated Contract Award Date</b>	June 2023 <i>Subject to change</i>



## II. Scope of Work

### A. Introduction

The Department seeks proposals from one or more providers of evidence-based, or promising practice youth and family programs that promote resiliency, pro-social behavior, and emotional wellbeing as well as decrease youth involvement in the juvenile justice system. The purpose of the RFP process is to identify and select one or more community-based organizations that will best meet the needs of the County's youth and families. All services must take place in San Mateo County.

Applicants are strongly recommended to refer to the Probation Department's Local Action Plan (LAP), which documents the condition of the local juvenile justice system and outlines proposed efforts to fill identified service gaps. It identifies funding priorities for the period of 2020-2025 for the JJCPA and JPCF funds. The LAP can be found on the department's website at:

<https://www.smcgov.org/probation/juvenile-justice-coordinating-council>

### B. Scope of Work – Youth and Family Programs

The County welcomes proposals from all qualified services providers, including individuals, local government organizations, volunteers, and/or profit or nonprofit entities. Proposers are required to list certifications and licenses that prove they have specialized training in their fields. Applicants may submit proposals for one or more of the following types of programs:

❖ **BEHAVIORAL HEALTH (MENTAL HEALTH/SUBSTANCE USE)**

Individual and/or group mental health counseling by Marriage and Family Therapists, Licensed Clinical Social Workers, or interns supervised by licensed therapists. These counseling sessions shall be provided to at-risk probation youth.

Provide both individual and group Alcohol and Drug Intervention. Individual and/or group substance use counseling. A Certified, or Registered, Drug and Alcohol Counselor shall provide group skills and counseling focusing on solutions, relapse prevention, potential harm reduction and abstinence. Services should focus on prevention and intervention strategies of drug and alcohol use and include role playing and cognitive reasoning.

❖ **PARENTING & FAMILY THERAPY**

Provide counseling sessions to the program participants and their families for the purpose of increasing family cohesion and coping skills. Provide education of family members about the juvenile justice system.

❖ **MENTORING**

Provide long-term mentoring services to at-risk/probation youth in the community. Mentoring should provide youth with a positive, non-parental adult who can provide connection, supervision, guidance, skills training, and vocational support, as well as helping youth understand/manage social norms, and establish goals to meet their full potential.

❖ **VOCATIONAL**

Provide services that directly support vocational training and/or connections to employment. Offer a variety of services (i.e., educational, vocational, life skills, professional development) to youth under the age of 18 years old and who are disconnected from school and/or unemployed. Programs should provide opportunities for youth to learn marketable skills for future employment. These services should include comprehensive youth employment and training programs and focus on: Career coaching, vocational assessments, technical training, job search training/guidance, supportive services as well as training on appropriate professional etiquette.

❖ **GANG PREVENTION & INTERVENTION**

*Provide services focused on understanding the dynamics of gangs, decision making and developing pro-social and conflict resolution skills, as well as how to exit from a gang.*

❖ **VICTIM IMPACT AWARENESS (VIA)**

Providers of the Victim Impact Awareness (VIA) program should educate offenders on the impact of criminal behavior on victims and the community and facilitates mediation sessions between the victim and offender. The program emphasizes restorative justice for victims and behavior modification of offenders to prevent further involvement in the juvenile justice system. It contributes to safe and supportive neighborhoods, maintaining public safety, and changing behavior.

❖ **RE-ENTRY**

Provide re-entry services and aftercare programs such as professional case managers, mentors, and/or employment opportunities to youth who are exiting custody from the Camp and Juvenile Hall. Programming should also focus (at a minimum) on family/guardianship connections, educational assistance, vocational training, employment assistance, substance use interventions, and housing support and assistance for youth who cannot live with relatives and are transitioning to adulthood. In addition, programming should be individualized to assist with developmental asset deficits. Aftercare should include integrative, collaborative services (i.e., counseling, education, vocational) and supervision designed to prepare youth who have experience an out-of-home placement for re-entry into their community.

❖ **PARENTING PROGRAM**

Provide evidence-based parenting programs on how to address challenging conduct in youth with court-ordered or probation referred parent(s)/legal guardian(s) of children 12 years or older. Create better parent/guardian-youth relationships to prevent and intervene in risky and destructive adolescent behaviors, such as poor school attendance or performance, drug and alcohol abuse, family conflict and gang affiliation. Improve parenting practices that will include techniques for active listening and discipline, establishing clear standards for behavior, strengthen family bonds and create positive parent/guardian-teen relationships.

These services should be provided taking into consideration the challenges that parent(s)/legal guardian(s) have regarding conflicting work schedules, childcare needs, and/or location, (i.e., a lack of transportation to attend classes). Classes might have to be provided after work hours and in accessible locations throughout San Mateo County.

Preference will be given to service providers who have capacity to deliver trauma- informed and culturally responsive services.

Proposals may be limited to one funding stream or the other, or both.

### **C. General Requirements**

#### **Data Collection**

All programs funded through JJCPA/JPCF funding streams are required to participate in an annual evaluation and will work in partnership with our third-party evaluator to provide data and performance outcomes in a timely fashion. Grantees are also required to submit this data to Probation on a quarterly basis.

Grantees are required to collect (at a minimum) the following individual client-level and program data on all participants receiving direct services through the JJCPA/JPCF funding streams.

##### Youth Demographics

- Gender
- Date of Birth
- Zip Code of Residence
- Race
- Ethnicity
- a. Program Dosage and Frequency (dates/times of all sessions/classes)
- b. Program Data
  - Program Entry Date
  - Program Exit Date
  - Dates of Service
  - Length of Service
  - Type of Service (e.g., counseling, mentoring, case management, etc.)
- c. Number and types of assessment administered (if applicable)

#### **Assessments**

Providers may be required to administer assessment tools that support decision-making, level of care and service planning for clients. These assessments may include:

#### ***Ohio Youth Assessment System (OYAS)***

OYAS is an individualized determination tool that was designed by the University of Cincinnati to assist juvenile justice professionals in providing the most effective interventions for youth based on their likelihood to reoffend, their criminogenic needs, and their barriers to services, while using the least restrictive alternative.

### **Child Adolescent Needs and Strengths (CANS)**

The Child Adolescent Needs and Strengths (CANS) survey is a multi-purpose tool developed for children's services to support decision making, including level of care and service planning, to facilitate quality improvement initiatives, and to allow for the monitoring of outcomes of services. CANS consist of multiple items scored on a 4-point scale (0 to 3, with a score of 2 or 3 indicating an actionable need) and grouped into stand-alone modules-e.g., Risk Behaviors, Strengths, Behavioral/Emotional Needs or Trauma. Each program typically completes a unique set of CANS items and modules according to the specific fit with their programs and clientele.

Providers may be required to undergo training in the use of such assessment tools. Providers administering the CANS assessments are required to be certified annually. The Probation Department will work with selected providers to provide necessary training and technical support.

### **Meetings**

- 1) The Juvenile Justice Coordinating Council (JJCC) meets quarterly with meetings scheduled for 2023 as follows:

***Thursday, February 9, 2023***

***Thursday, May 11, 2023***

***Thursday, August 17, 2023***

***Thursday, November 30, 2023***

All meetings are held from 12:00 noon – 2:00 pm.

JJCC meetings have been held virtually since May of 2020 with a TBD date on plans to move back to in person meetings at the following location:

San Mateo County Probation Department  
Youth Services Center  
222 Paul Scannell Drive  
Chief's Conference Room – 2<sup>nd</sup> Floor  
San Mateo, CA 94402

JJCC quarterly meetings, once scheduled for calendar years 2024, 2025 and 2026 will be posted accordingly on the JJCC website as follows:

<https://www.smcgov.org/probation/jjcc-2024-meeting-schedule>

<https://www.smcgov.org/probation/jjcc-2025-meeting-schedule>

<https://www.smcgov.org/probation/jjcc-2026-meeting-schedule>

- 2) Collaboration and communication amongst our contracted CBOs occur through regularly scheduled quarterly meetings. In this space items discussed include, but is not limited to, policy updates, legislation, data collection processes, trainings, and opportunities for Q&A. The meetings continue to be held virtually and will continue in this format for the near future.

Meetings scheduled for 2023 are as follows:

***Thursday, February 23, 2023***

***Thursday, May 4, 2023***

***Thursday, August 10, 2023***

***Thursday, November 16, 2023***

All meetings are held from 1:30 – 3:00 pm.

CBO quarterly meetings scheduled for 2024, 2025, and 2026 will be determined at the beginning of each year and calendar invites will be sent accordingly.

### **Alternative Service Delivery Method**

Providers should demonstrate the ability to provide their programs/services remotely as opposed to in-person if deemed necessary. Remote delivery methods may include use of teleconferencing, pre-recorded videos, or any other virtual delivery methods that may be applicable.

### **Fingerprinting/Background Checks**

Selected contractors will be subject to fingerprinting and background checks.

### **Project Manager**

Proposer must identify a single project manager to act as a point person with the department regarding all proposed services and contract related matters.

### III. Submission Requirements

#### A. Submission Deadline

Proposals must be submitted electronically **and** in hard copy. Please follow the instructions below.

- Proposals must be electronically received by 4 p.m., Jan. 9, 2023, via Public Purchase (details below).
- In addition, eight (8) hard copies of each proposal must be submitted by 4 p.m., Jan. 9, 2023, to:

Darlene Hansen, Management Analyst  
Juvenile Services Division  
County of San Mateo Probation Department  
222 Paul Scannell Drive  
San Mateo, CA 94402

Electronic submissions: Allow sufficient time for the upload to complete by the Due Date and Time. Partial uploads will automatically terminate, and proposals will be rejected. The Public Purchase submission time will be the official submission time. The County will not be responsible for and shall not accept proposals that are late due to slow internet connections or for any other failure of the Public Purchase system.

**NOTE:** The County does not maintain the Public Purchase system and is not liable for site failures or technical problems. To resolve technical issues, contact Public Purchase using the chat portal via link below or email Vendor Support at [support@thepublicgroup.com](mailto:support@thepublicgroup.com)

[http://www.publicpurchase.com/gems/help/mainhelp.html?frame1=public/info.html&frame2=public/info\\_register.html](http://www.publicpurchase.com/gems/help/mainhelp.html?frame1=public/info.html&frame2=public/info_register.html)

Late submissions will not be considered.

#### B. Pre-submission Registration

Organizations or individuals interested in responding to this solicitation must register online with the County of San Mateo at:

<https://www.publicpurchase.com/gems/register/vendor/register>

It is recommended that organizations complete this registration as soon as possible to allow enough time for it to be processed. Each registration is manually reviewed and approved by Public Purchase and this might take time. The County will not be responsible for and shall not accept proposals that are late due to a failure to register in the Public Purchase system.

## **C. Submission via Public Purchase**

### **1. Submission of Proposals:**

#### **1.1 Required documents**

Each of the following documents (which are attached to this RFP) should be submitted as part of your proposal:

- A) Exhibit A – Applicant’s Statements
- B) Exhibit B – Clients and Services Form
- C) Exhibit C – Budget Allocation

#### **1.2 Electronic Submissions**

Include the proposer’s name and the RFP title and number in each file name. Submit proposals via the Public Purchase website, allowing sufficient time for the upload to complete by the deadline date and time. Partial uploads will automatically terminate, and proposals will be rejected. The Public Purchase submission time will be the official submission time. Contact Public Purchase with technical questions regarding the site. The County will not be responsible for and may not accept proposals that are late due to slow internet connections or for any other failure of the Public Purchase system. Late submissions will not be considered.

#### **1.3 Conflicts between Certain Requirements**

Prior to the submission deadlines and solely relating to a determination of the timeliness of questions, comments, and proposal submissions, information displayed on the Public Purchase site will take precedence in the event of a discrepancy between that information and the information within the solicitation documents. For all other discrepancies, the information in the solicitation documents will take precedence.

#### **1.4 Format**

Documents should be created in the following format:

- Use size 11 font
- Calibri font
- Text be unjustified (i.e., with a ragged-right margin)
- Pages should have margins of at least 1” on all sides (excluding headers and footers)
- Include a Table of Contents
- Sections must be tabbed according to the instructions in the Proposal Content Requirements section below
- PDF format is preferred, except for Exhibit C – Budget Allocation (please use Excel template provided in [publicpurchase.com](http://publicpurchase.com))

### **2. Errors in Proposals**

The County will not be liable for any errors in proposals. Proposals may be rejected as unresponsive if they are late, incomplete, missing pages or information, or cannot be opened for

any reason. The County may waive minor irregularities, but such waiver will not modify any remaining RFP requirements.

#### **D. Proposal Content Requirements (Maximum of 25 pages)**

Bidders interested in responding to this RFP must submit the following information, in the order specified below (please tab each section in your submittals).

**NOTE:** One (1) page of content is measured as 1-sided, letter-sized page.

Pages that exceed the maximum page limit will not be reviewed or scored.

##### **Introduction and Executive Summary (1 page)**

Submit a letter of introduction for the proposal. The letter must be on the organization's letterhead and contain:

- Name, title, and contact information (email, phone, and address) for representative of proposing organization who is responsible for communication related to this RFP
- Signature of person authorized to obligate organization to perform the commitment contained in the proposal

Submission of the letter will constitute a representation by organization that you are willing and able to perform the commitments contained in the proposal and have not violated the terms of this RFP.

##### **Tab 1: Qualifications and Experience (up to 5 pages, including Exhibit A)**

- a) Provide a statement of qualifications for your organization, including an organization chart, organization size, a description of services provided by your organization, and a statement of the extent of experience/history providing the services requested by this RFP.
- b) How many full-time employees (FTEs) do you plan to assign to this project if you are selected?
- c) How many people in total are employed by your organization? Delineate between employees and consultants.
- d) In Exhibit A, please list all contracts serving at-risk or justice involved youth over the past three years (Item 1) and all current contracts and commitments (Item 2). If you failed or refused to complete a contract, please provide details (Item 3)
- e) In Exhibit A (Item 4), please list the professional qualifications for each individual that would be assigned to provide services requested by this RFP, including date and educational institutions of any applicable degrees, additional applicable training (certifications for evidence-based programs), and any professional certifications and/or licensing.



**Tab 2: Project Philosophy and Service Model** (up to 6 pages, including Exhibit B)

Describe your organization's project approach and service model, including how proposed programs and services would be implemented, staffed, supported administratively, and delivered to clients on a consistent basis. Include the following information:

- a) Describe the amount/frequency of your proposed direct services.
- b) Describe any promising practices/evidence-based practices (EBP) your organization plans to implement to meet the requirements for this RFP. Please include the name of each curriculum/intervention that will be implemented.
- c) List your needs for physical space and/or equipment at the County during this engagement, if any, aside from space or equipment that would be provided by the County as an obvious aspect of the requested services (for example, space to treat patients, computers to document services, etc.).
- d) Identify how you will meet all other aspects of the scope of work and related requirements stated above.
- e) List any items that you cannot provide.
- f) Provide information on any other pertinent services, if any, that you will offer that will reduce costs or enhance revenue for the County.
- g) Please complete Exhibit B, being sure to identify all direct services provided through your program, including projected hours and clients for each. These must be consistent with your Project Budget (Exhibit C).

**Tab 3: Protocols for Addressing Concerns** (1 page)

- a) In the event of a routine problem, who is to be contacted within your organization?
- b) In the event of the identification of a problem by the County, its clients/patients, and/or other applicable constituents, describe how you will address such problems and the timeframe for addressing them.

**Tab 4: Claims, Licensure, Non-Discrimination, and Health Insurance Portability and Accountability Act (HIPAA) Violations Against Your Organization** (1 page)

List any current licensure, HIPAA, non-discrimination claims against you/your organization and those having occurred in the past five years, especially any resulting in claims or legal judgments against you.

**Tab 5: Cost Analysis and Budget for Primary Services (up to 7 pages, including Exhibit C)**

Provide a detailed explanation for all costs associated with your proposal. Please complete the respective budget form for each of the fiscal years (Exhibit C – provided in publicpurchase.com).

**Note on Reimbursable Travel:** All mileage reimbursements for a Contractor’s use of a personal car for reimbursable travel shall be reimbursed based on the Federal mileage reimbursement rate. That said, the County does not generally reimburse “local travel” within 50 miles. For more information, please see the “Reimbursable Travel Expenses” section of the County’s standard contract template in Exhibit D.

**Tab 6: Data Collection/Program Evaluation (up to 2 pages)**

- a) Describe how your agency/organization currently uses data to inform your work with clients.
- b) Describe your organization’s capacity to meet data collection/reporting requirements under this RFP. (Data reports will be required on a quarterly basis. Describe how your organization will ensure the timely submission of data.)
- c) List method(s) by which your agency currently tracks Units of Service (program level data). This may include databases and/or software.

**Tab 7: References (1 page)**

Provide two (2) references (not including the San Mateo County Probation Department) for your organization regarding projects of similar size and scope, including the name, address, and telephone number of at least one (1) but no more than three (3) recent clients (preferably other public agencies).

**Tab 8: Statement of Compliance with County Contractual Requirements (1 Page)**

A sample copy of the County’s standard contract template is attached to this RFP. Each proposal must include a statement of the proposer’s commitment and ability to comply with each of the terms of the County’s standard template contract, including but not limited to the following:

- Hold Harmless provision
- Liability Insurance requirements
- Non-discrimination policy
- Equal Employment Opportunity requirements
- Equal Benefits Ordinance
- Living Wage Ordinance
- Jury Service Ordinance
- All other provisions of the County’s standard template contract

In addition, the proposer should include a statement that it will agree to have any disputes regarding the contract venued in San Mateo County or Northern District of California. The proposal must state any objections to any terms in the County’s standard contract template and

provide an explanation for the inability to comply with the required term(s). If no objections are stated, the County will assume the proposer is prepared to sign the County standard contract template as is.

**NOTE: Exceptions, modifications and omissions from the requested information will not be accepted. Deviations from the required calculations and format will result in rejection of proposal as non-responsive.**

## **IV. Evaluation and Selection Criteria**

### **A. Selection Criteria**

The proposals will be evaluated by a selection committee comprised of subject matter experts. The County intends to evaluate the proposals generally in accordance with the criteria itemized below.

- 1. Project Approach and Service Model (Up to 30 points)**
  - 1.1 Demonstrates a clear understanding of the project/proposed services detailed in Section II - SOW and the tasks to be performed
  - 1.2 Feasibility of proposed amount/frequency of proposed services
  - 1.3 Feasibility of providing services within physical confines of the facility
  - 1.4 Plan and procedure to implement and maintain services on a consistent basis
  - 1.5 Reasonableness of proposed staffing level and allocation plan
  - 1.6 Description of promising practices/evidence-based practices
  
- 2. Qualifications (Up to 30 points)**
  - 2.1 Expertise of the service provider in the fields necessary to complete the tasks
  - 2.2 Quality/relevance of recently completed projects
  - 2.3 Strategy for successful engagement with the County
  - 2.4 Innovation that gives proposer a competitive edge
  - 2.5 Expertise of the lead project manager
  - 2.6 Expertise of assigned staff in the subject area and description of the tasks to be performed by each staff person
  
- 3. Data Collection/Evaluation (Up to 15 points)**
  - 3.1 Description of how organization uses data to inform work with clients
  - 3.2 Capacity to meet data collection/reporting requirements under this RFP
  - 3.3 Methods currently used to track units of service including databases or software
  
- 4. Cost Analysis and Budget (Up to 25 points)**
  - 4.1 Feasibility of costs associated with program
  - 4.2 Exhibit C submitted without omissions

The County may consider any other criteria it deems relevant, and the Evaluation Committee is free to make any recommendations it deems to be in the best interest of the County. Inaccuracy of any information supplied within a proposal or other errors constitute grounds for rejection of the proposal. However, the County may, in its sole discretion, correct errors or contact a proposer for clarification.

Following the evaluation of the written proposals, the proposers receiving the highest scores may be invited to an oral interview. The interview would consist of standard questions asked of each of the

proposers. The department would combine both the written and oral interview scores of the short-listed proposers as the final scores for selection of the proposers.

The County reserves the right to select proposals other than those with the lowest costs.

## **V. Instructions to Proposers**

### **A. Pre-Proposal Meeting**

Proposers are encouraged to attend a non-mandatory, pre-proposal meeting on Dec. 7, 2022, at 9:00 a.m. to be held at the Youth Services Center, 222 Paul Scannell Drive, 2<sup>nd</sup> Floor, San Mateo, CA 94402. To RSVP for the pre-proposal meeting, please send an email to Darlene Hansen, Management Analyst at [dhansen@smcgov.org](mailto:dhansen@smcgov.org)

The meeting will provide an opportunity for Q&A.

- All answers to RFP questions provided at this meeting will be posted to Public Purchase.
- Any RFP questions posed at this meeting that need additional research will also be posted to Public Purchase along with the corresponding answer.
- Any other or additional questions regarding this RFP must be posted in Public Purchase by December 9, 2022.
- The County will respond to RFP questions in Public Purchase no later than December 16, 2022.

### **B. Communications**

- 1.1 As of the issuance date of this RFP and continuing until it is canceled or an award is made, no proposer or person acting on behalf of a prospective proposer may discuss any matter relating to the RFP with any officer, agent, or employee of the County, other than through Public Purchase, to the Authorized Contact Person, or as outlined in the evaluation or protest procedures.
- 1.2 Proposers may not agree to pay any consideration to any company or person to influence the award of a Contract by the County, nor engage in behavior that may be reasonably construed by the public as having the effect or intent of influencing the award of a Contract.

The above restriction does not apply to communications with the County regarding business not related to this RFP.

### **C. Contract Award**

Violation of the following prohibitions may result in a proposer being found non-responsible, barred from participating in this or future procurements, and becoming subject to other legal penalties.

#### **1.1 Award Procedure**

Contract negotiations are neither an offer nor an implicit guarantee that a contract will be executed. Award, if made, will be to the responsive, responsible proposer(s) offering the overall best value to the County for the services and goods described in this solicitation, or as applicable, for a specific portion of the services and goods described. Any agreement reached

will be memorialized in a formal agreement using the attached standard contract template (Exhibit D).

### **1.2 Notice of Intent to Award**

Once a decision has been made to award a contract to one or more proposers, the County will post a Notice of Intent to Award, notifying the remaining proposers of their non-selection. The posting may be inclusion of the recommendation to award as an agenda item on the Board of Supervisors schedule.

### **1.3 Commencement of Performance**

After all parties have signed the Agreement, the County will notify the proposer and performance may proceed. Prior to County execution of the Agreement, no County employee may authorize work. Any work performed prior to that time may be uncompensated.

## **VI. Terms and Conditions for Receipt of Proposals**

### **A. Errors, Omissions, and Inquiries regarding the RFP**

Proposers are responsible for reviewing all portions of this RFP. Proposers are to promptly notify the Department, in Public Purchase, if the proposer discovers any ambiguity, discrepancy, omission, or other error in the RFP. Any such notification should be directed to the Department promptly after discovery, but in no event later than five working days prior to the date for receipt of proposals. Modifications and clarifications will be made by addenda as provided below.

Inquiries regarding the RFP should be lodged in Public Purchase.

### **B. Objections to RFP Terms**

Should a proposer object on any ground to any provision or legal requirement set forth in this RFP, the proposer must, not more than ten calendar days after the RFP is issued, provide written notice to the Department setting forth with specific grounds for the objection. The failure of a proposer to object in the manner set forth in this paragraph shall constitute a complete and irrevocable waiver of any such objection.

### **C. Addenda**

The County may modify the RFP, prior to the proposal due date, by issuing Addenda, which will be posted on Public Purchase. The proposer shall be responsible for ensuring that its proposal reflects any and all Addenda issued by the County prior to the proposal due date regardless of when the proposal is submitted. Therefore, the County recommends that the proposer consult Public Purchase frequently, including shortly before the proposal due date, to determine if the proposer has downloaded all Addenda.

#### **D. Term of Proposal**

Submission of a proposal signifies that the proposed services and prices are valid for the duration of the contract and that the quoted prices are genuine and not the result of collusion or any other anti-competitive activity.

#### **E. Revision of Proposal**

A proposer may revise a proposal on the proposer's own initiative at any time before the deadline for submission of proposals. The proposer must submit the revised proposal in the same manner as the original. A revised proposal must be received on or before the proposal due date.

In no case will a statement of intent to submit a revised proposal, or commencement of a revision process, extend the proposal due date for any proposer.

The County may cancel, revise, or reissue this RFP, in whole or in part, for any reason. Revisions will be posted as addenda on <http://www.publicpurchase.com/>. No other revision of this RFP will be valid. Proposers are responsible for ensuring that they have received all addenda from Public Purchase.

#### **F. Errors and Omissions in Proposal**

Failure by the Department to object to an error, omission, or deviation in the proposal will in no way modify the RFP or excuse the proposer from full compliance with the specifications of the RFP or any contract awarded pursuant to the RFP.

#### **G. Withdrawal of Proposals**

Proposals may be withdrawn, modified, or replaced at any time prior to the Due Date and Time. After that time, whether or not a new RFP is issued for the same subject matter, withdrawal of a proposal may preclude the proposer from participating in the procurement as a proposer or subcontractor, except that an original equipment manufacturer may participate indirectly through a reseller.

#### **H. No Commitment**

Neither submission of a proposal nor the County's receipt of proposal materials confers any right to the proposer nor any obligation on the County. This RFP does not commit the County to award a Contract, nor will the County defray any costs incurred in preparing proposals or participating in any presentations or negotiations.

#### **I. Financial Responsibility**

The County accepts no financial responsibility for any costs incurred by a firm in responding to this RFP. Submissions of the RFP will become the property of the County and may be used by the County in any way deemed appropriate.

## **J. Estimated Quantity**

If the RFP results in an indefinite quantity or a requirements Contract, the goods and services actually requested by the County may be less than the maximum value of the Contract and there is no guarantee, either expressed or implied, as to the actual quantity of goods and services that will be authorized under the Contract.

## **K. Public Record**

### **General**

- 1.1 All proposals, protests, and information submitted in response to this solicitation will become the property of the County and will be considered public records. As such, they may be subject to public review.
- 1.2 Any contract arising from this RFP will be a public record.
- 1.3 Submission of any materials in response to this RFP constitutes:
  - Consent to the County's release of such materials under the Public Records Act without notice to the person or entity submitting the materials; and
  - Waiver of all claims against the County and/or its officers, agents, or employees that the County has violated a proposer's right to privacy, disclosed trade secrets, or caused any damage by allowing the proposal or materials to be inspected; and
  - Agreement to indemnify and hold harmless the County for release of such information under the Public Records Act; and
  - Acknowledgement that the County will not assert any privileges that may exist on behalf of the person or entity submitting the materials.

### **Confidential Information**

- 2.1 The County is not seeking proprietary information and will not assert any privileges that may exist on behalf of the proposer. Proposers are responsible for asserting any applicable privileges or reasons why a document should not be produced in response to a public record request.
- 2.2 If submitting information protected from disclosure as a trade secret or any other basis, identify each page of such material subject to protection as "CONFIDENTIAL". If requested material has been designated as confidential, the County will attempt to inform the proposer of the public records request in a timely manner to permit assertion of any applicable privileges.
- 2.3 Failure to seek a court order protecting information from disclosure within ten (10) days of the County's notice of a request to the proposer will be deemed agreement to

disclosure of the information and the proposer agrees to indemnify and hold the County harmless for release of such information.

2.4 Requests to treat an entire proposal as confidential will be rejected and deemed agreement to County disclosure of the entire proposal and the proposer agrees to indemnify and hold the County harmless for release of any information requested.

2.5 Trade secrets will only be considered confidential if claimed to be a trade secret when submitted to the County, marked as confidential, and compliant with Government Code Section 6254.7.

#### **L. Reservations of Rights by the County**

The issuance of this RFP does not constitute an agreement by the County that any contract will actually be entered into by the County. The County expressly reserves the right at any time to:

- Waive or correct any defect or informality in any response, proposal, or proposal procedure;
- Reject any or all proposals;
- Reissue a Request for Proposals;
- Prior to submission deadline for proposals, modify all or any portion of the selection procedures, including deadlines for accepting responses, the specifications or requirements for any materials, equipment or services to be provided under this RFP, or the requirements for contents or format of the proposals;
- Procure any materials, equipment or services specified in this RFP by any other means; or
- Determine that no project will be pursued.

#### **M. No Waiver**

No waiver by the County of any provision of this RFP shall be implied from any failure by the County to recognize or take action on account of any failure by a proposer to observe any provision of this RFP.

#### **N. Cooperative Agreement (Piggyback)**

Any contract/s that will result from this competitive solicitation is being conducted as a Cooperative Procurement. The services, terms and conditions of the resulting contract may be used by other organizations as a Cooperative Agreement.

**This clause in no way commits any SMC affiliate to procure services from the awarded contractor, nor does it guarantee any additional orders will result. It does allow interested organizations, at their discretion, to make use of this competitive procurement (provided said process satisfies their own procurement guidelines) and contract directly from the awarded contractor. All purchases made by SMC affiliates shall be understood to be transactions between that organization and the awarded contractor; SMC shall not be responsible for any such contracts.**



## **VII. Protest Procedures**

### **A. Protest of Non-Responsiveness Determination**

Within five (5) working days of the County's issuance of a notice of non-responsiveness, any firm that has submitted a proposal and believes that the County has incorrectly determined that its proposal is non-responsive may submit a written notice of protest. Such notice of protest must be received by the County on or before the fifth working day following the County's issuance of the notice of non-responsiveness. The notice of protest must include a written statement specifying in detail each and every one of the grounds asserted for the protest. The protest must be signed by an individual authorized to represent the proposer, and must cite the law, rule, local ordinance, procedure or RFP provision on which the protest is based. In addition, the protestor must specify facts and evidence sufficient for the County to determine the validity of the protest.

### **B. Protest of Contract Award**

Within five (5) working days of the County's issuance of a notice of intent to award the contract, any firm that has submitted a responsive proposal and believes that the County has incorrectly selected another proposer for award may submit a written notice of protest. Such notice of protest must be received by the County on or before the fifth working day after the County's issuance of the notice of intent to award.

The notice of protest must include a written statement specifying in detail each and every one of the grounds asserted for the protest. The protest must be signed by an individual authorized to represent the proposer, and must cite the law, rule, local ordinance, procedure or RFP provision on which the protest is based. In addition, the protestor must specify facts and evidence sufficient for the County to determine the validity of the protest.

### **C. Delivery of Protests**

All protests must be received by the due date. If a protest is mailed, the protestor bears the risk of non-delivery within the deadlines specified herein. Protests should be transmitted by a means that will objectively establish the date the County received the protest. Protests or notice of protests made orally (e.g., by telephone) will not be considered. Protests must be delivered to:

[Protests@smcgov.org](mailto:Protests@smcgov.org)

Subject: RFP Name and Number

## Exhibit A: Proposer’s Statements

1. *List contracts completed in last three years with at-risk youth and/or youth on probation.*

Year	Contracting Agency	Type of Service	Location	Amount

2. *List contracts, or other commitments (e.g. consulting arrangements), currently in force.*

Year	Contracting Agency	Type of Service	Location	Amount

3. *Provide details of any failure or refusal to complete a contract.*

4. **Provide professional qualification for each individual that would be assigned to provide services requested in this RFP.**

Personnel Name	FTE/Salary	Applicable Degrees (Degree-Year- Institution)	Professional Licenses - Certifications for EBP	Child & Adolescent Needs and Strengths (CANS) Assessment Tool Certification
				Check one: <input type="checkbox"/> Not trained <input type="checkbox"/> Trained <input type="checkbox"/> Super Trained Certification Date: _____
				Check one: <input type="checkbox"/> Not trained <input type="checkbox"/> Trained <input type="checkbox"/> Super Trained Certification Date: _____
				Check one: <input type="checkbox"/> Not trained <input type="checkbox"/> Trained <input type="checkbox"/> Super Trained Certification Date: _____
				Check one: <input type="checkbox"/> Not trained <input type="checkbox"/> Trained <input type="checkbox"/> Super Trained Certification Date: _____
				Check one: <input type="checkbox"/> Not trained <input type="checkbox"/> Trained <input type="checkbox"/> Super Trained Certification Date: _____

## Exhibit B – Clients and Services

Please complete the following questions about your proposed services and clients.

1. Please tell us about your program, identifying the following:
  - a. The specific types of services you will provide. Be sure to indicate any use of curriculums/interventions you will implement that are evidence-based.
  - b. Where will these services be provided? Indicate geographical location as well as site.
  - c. What is the expected timing of these services? (i.e., when will they begin and end, how frequently will they be provided, year-round vs. school year etc.)

2. Please tell us about your target client population, including client characteristics and numbers you plan to serve.

3. Please complete the following for each direct service provided:

Direct Service Type	Number of Staff Providing Services	Number of Projected Hours	Number of Projected Clients

## Exhibit C – Budget Allocation

### INSTRUCTIONS

This document (Exhibit C) provides instructions and budget forms required for RFP No. PROB 2022-003: Youth and Family Programs (JJCPA/JPCF). Please follow the instructions below in completing the Budget Template. You will be asked to provide costs for each direct service component and direct operating costs for each quarter of each fiscal year. **Please complete a separate Budget Allocation form for each funding stream, if in fact, you are proposing services within each.** A sample completed budget is provided for illustration. Please double-check your math! Formulas are provided for ease of calculation, but it is the submitters' responsibility to ensure that all numbers are accurate!

#### Getting Started

1. Download the Excel templates from publicpurchase.com. These instructions are also included in the spreadsheets.
2. Navigate to the JJCPA/JPCF Budget Template tab below in this Excel file; start with Fiscal Year (FY) 23-24 budget at top.
3. Enter the name of your program at the top. [Tip: Save your file with a different file name to preserve a blank template.]

#### Section A. Direct Personnel Costs

*General: Each line item consists of a direct service component of your program (e.g., "individual counseling"). The amount for each line item is automatically calculated as the product of the number of staff, the dollar rate (per hour per staff member), and the number of projected hours. You will be asked to project the number of clients served and hours of service provided for each quarter of the fiscal year. Please complete all 3 budget forms (one for each fiscal year).*

4. Enter each of your **service components** in column A (these should match the services identified in Exhibit B).
5. Enter the **number of staff** required to provide the service (i.e., how many staff are needed to provide a single hour of service). This is not the number of individual staff members providing the service at your program or agency. For example, you may employ six (6) counselors in your program, but only 1 is needed to provide a single hour of individual counseling; thus, "1" should go in column 2. Similarly, a group service may always require two (2) or three (3) staff to provide each hour, so you would enter 2 or 3 in column B.
6. Enter the dollar **rate for a single staff member** in column C (this rate will be multiplied by the number of staff). If two or more staff members are needed to provide the service and they have different rates, please provide the average rate.
7. In column E, enter the **number of projected clients** and **number of projected hours** for Quarter 1 of FY 23-24 in the cells indicated. Repeat for Quarters 2 (column F), Quarter 3 (G) and Quarter 4 (H). In column I, enter the total number of projected clients for the FY for each direct service component (this should match the same number on Exhibit B). [Note: this cell is not auto-summed across the 4 quarters due to potential duplication of clients]
8. Check that the service component subtotals (rows 8, 11, 14, etc.) are calculating correctly. Check that the FY 23-24 total column (I) is correct. Check that your direct personnel costs subtotal (row 30) is correct.

### **Section B. Direct Operating Costs**

*General: This section is intended for direct costs of operating your program (e.g., data collection & evaluation, food, supplies, other materials, etc.).*

9. Enter the description of each direct cost component in column A.
10. Enter the total budget amount for each quarter in columns E-H. Check that totals are calculating correctly.

### **Section C. Indirect Costs**

11. Indirect Costs are automatically calculated in row 45 as 10% of Total Direct Personnel Costs (Section A + Section B).

### **Total FY Budget**

12. Check that totals from sections A and B are carried down correctly into rows 42-43. Check that your FY budget is correct.

### **Additional Fiscal Years and Total Program Budget**

13. Navigate to the next fiscal year (page 3 for FY 24-25; page 5 for FY 25-26) and repeat items 2-14 above for each FY.
14. Check that totals from each fiscal year are carried down correctly into rows 146-149. Check that your total program budget is correct.

### **Other Notes**

If you need more rows in a section, please be aware that altering the template will likely affect the auto-calculation formulas. Do not change the general structure of the budget (i.e., do not add new sections or change the way amounts are determined). Again, please make sure that you double-check all calculations and ensure your numbers are correct before submitting.

### **Submission Instructions**

Upload your completed budget to [publicpurchase.com](https://publicpurchase.com) as an Excel (.xlsx) file

# Appendix D – County’s Standard Contract Template

Agreement No. \_\_\_\_\_

## AGREEMENT BETWEEN THE COUNTY OF SAN MATEO AND [Contractor name]

This Agreement is entered into this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_, by and between the County of San Mateo, a political subdivision of the state of California, hereinafter called “County,” and [Insert contractor legal name here], hereinafter called “Contractor.”

\* \* \*

Whereas, pursuant to Section 31000 of the California Government Code, County may contract with independent contractors for the furnishing of such services to or for County or any Department thereof; and

Whereas, it is necessary and desirable that Contractor be retained for the purpose of [Enter information here].

**Now, therefore, it is agreed by the parties to this Agreement as follows:**

### 1. Exhibits and Attachments

The following exhibits and attachments are attached to this Agreement and incorporated into this Agreement by this reference:

- Exhibit A—Services
- Exhibit B—Payments and Rates
- Attachment I—§ 504 Compliance

### 2. Services to be performed by Contractor

In consideration of the payments set forth in this Agreement and in Exhibit B, Contractor shall perform services for County in accordance with the terms, conditions, and specifications set forth in this Agreement and in Exhibit A.

### 3. Payments

In consideration of the services provided by Contractor in accordance with all terms, conditions, and specifications set forth in this Agreement and in Exhibit A, County shall make payment to Contractor based on the rates and in the manner specified in Exhibit B. County reserves the right to withhold payment if County determines that the quantity or quality of the work performed is unacceptable. In no event shall County’s total fiscal obligation under this Agreement exceed [write out amount] (\$Amount). In the event that the County makes any advance payments, Contractor agrees to refund any amounts in excess of the amount owed by the County at the time of contract termination or expiration. Contractor is not entitled to payment for work not performed as required by this agreement.

### 4. Term

Subject to compliance with all terms and conditions, the term of this Agreement shall be from [Month and day], 20[last 2 digits of start year], through [Month and day], 20[last 2 digits of end year].



**5. Termination**

This Agreement may be terminated by Contractor or by the [Title of County Department Head] or his/her designee at any time without a requirement of good cause upon thirty (30) days' advance written notice to the other party. Subject to availability of funding, Contractor shall be entitled to receive payment for work/services provided prior to termination of the Agreement. Such payment shall be that prorated portion of the full payment determined by comparing the work/services actually completed to the work/services required by the Agreement. County may terminate this Agreement or a portion of the services referenced in the Attachments and Exhibits based upon the unavailability of Federal, State, or County funds by providing written notice to Contractor as soon as is reasonably possible after County learns of said unavailability of outside funding. County may terminate this Agreement for cause. In order to terminate for cause, County must first give Contractor notice of the alleged breach. Contractor shall have five business days after receipt of such notice to respond and a total of ten calendar days after receipt of such notice to cure the alleged breach. If Contractor fails to cure the breach within this period, County may immediately terminate this Agreement without further action. The option available in this paragraph is separate from the ability to terminate without cause with appropriate notice described above. In the event that County provides notice of an alleged breach pursuant to this section, County may, in extreme circumstances, immediately suspend performance of services and payment under this Agreement pending the resolution of the process described in this paragraph. County has sole discretion to determine what constitutes an extreme circumstance for purposes of this paragraph, and County shall use reasonable judgment in making that determination.

**6. Contract Materials**

At the end of this Agreement, or in the event of termination, all finished or unfinished documents, data, studies, maps, photographs, reports, and other written materials (collectively referred to as "contract materials") prepared by Contractor under this Agreement shall become the property of County and shall be promptly delivered to County. Upon termination, Contractor may make and retain a copy of such contract materials if permitted by law.

**7. Relationship of Parties**

Contractor agrees and understands that the work/services performed under this Agreement are performed as an independent contractor and not as an employee of County and that neither Contractor nor its employees acquire any of the rights, privileges, powers, or advantages of County employees.

**8. Hold Harmless**

**a. General Hold Harmless**

Contractor shall indemnify and save harmless County and its officers, agents, employees, and servants from all claims, suits, or actions of every name, kind, and description resulting from this Agreement, the performance of any work or services required of Contractor under this Agreement, or payments made pursuant to this Agreement brought for, or on account of, any of the following:

(A) injuries to or death of any person, including Contractor or its employees/officers/agents;

(B) damage to any property of any kind whatsoever and to whomsoever belonging;

(C) any sanctions, penalties, or claims of damages resulting from Contractor's failure to comply, if applicable, with the requirements set forth in the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and all Federal regulations promulgated thereunder, as amended; or

(D) any other loss or cost, including but not limited to that caused by the concurrent active or passive negligence of County and/or its officers, agents, employees, or servants. However, Contractor's duty to indemnify and save harmless under this Section shall not apply to injuries or damage for which County has been found in a court of competent jurisdiction to be solely liable by reason of its own negligence or willful misconduct.

The duty of Contractor to indemnify and save harmless as set forth by this Section shall include the duty to defend as set forth in Section 2778 of the California Civil Code.

**b. Intellectual Property Indemnification**

Contractor hereby certifies that it owns, controls, and/or licenses and retains all right, title, and/or interest in and to any intellectual property it uses in relation to this Agreement, including the design, look, feel, features, source code, content, and/or other technology relating to any part of the services it provides under this Agreement and including all related patents, inventions, trademarks, and copyrights, all applications therefor, and all trade names, service marks, know how, and trade secrets (collectively referred to as "IP Rights") except as otherwise noted by this Agreement.

Contractor warrants that the services it provides under this Agreement do not infringe, violate, trespass, or constitute the unauthorized use or misappropriation of any IP Rights of any third party. Contractor shall defend, indemnify, and hold harmless County from and against all liabilities, costs, damages, losses, and expenses (including reasonable attorney fees) arising out of or related to any claim by a third party that the services provided under this Agreement infringe or violate any third-party's IP Rights provided any such right is enforceable in the United States. Contractor's duty to defend, indemnify, and hold harmless under this Section applies only provided that: (a) County notifies Contractor promptly in writing of any notice of any such third-party claim; (b) County cooperates with Contractor, at Contractor's expense, in all reasonable respects in connection with the investigation and defense of any such third-party claim; (c) Contractor retains sole control of the defense of any action on any such claim and all negotiations for its settlement or compromise (provided Contractor shall not have the right to settle any criminal action, suit, or proceeding without County's prior written consent, not to be unreasonably withheld, and provided further that any settlement permitted under this Section shall not impose any financial or other obligation on County, impair any right of County, or contain any stipulation, admission, or acknowledgement of wrongdoing on the part of County without County's prior written consent, not to be unreasonably withheld); and (d) should services under this Agreement become, or in Contractor's opinion be likely to become, the subject of such a claim, or in the event such a third party claim or threatened claim causes County's reasonable use of the services under this Agreement to be seriously endangered or disrupted, Contractor shall, at Contractor's option and expense, either: (i) procure for County the right to

continue using the services without infringement or (ii) replace or modify the services so that they become non-infringing but remain functionally equivalent.

Notwithstanding anything in this Section to the contrary, Contractor will have no obligation or liability to County under this Section to the extent any otherwise covered claim is based upon: (a) any aspects of the services under this Agreement which have been modified by or for County (other than modification performed by, or at the direction of, Contractor) in such a way as to cause the alleged infringement at issue; and/or (b) any aspects of the services under this Agreement which have been used by County in a manner prohibited by this Agreement. The duty of Contractor to indemnify and save harmless as set forth by this Section shall include the duty to defend as set forth in Section 2778 of the California Civil Code.

**9. Assignability and Subcontracting**

Contractor shall not assign this Agreement or any portion of it to a third party or subcontract with a third party to provide services required by Contractor under this Agreement without the prior written consent of County. Any such assignment or subcontract without County's prior written consent shall give County the right to automatically and immediately terminate this Agreement without penalty or advance notice.

**10. Insurance**

**c. General Requirements**

Contractor shall not commence work or be required to commence work under this Agreement unless and until all insurance required under this Section has been obtained and such insurance has been approved by County's Risk Management, and Contractor shall use diligence to obtain such insurance and to obtain such approval. Contractor shall furnish County with certificates of insurance evidencing the required coverage, and there shall be a specific contractual liability endorsement extending Contractor's coverage to include the contractual liability assumed by Contractor pursuant to this Agreement. These certificates shall specify or be endorsed to provide that thirty (30) days' notice must be given, in writing, to County of any pending change in the limits of liability or of any cancellation or modification of the policy.

**d. Workers' Compensation and Employer's Liability Insurance**

Contractor shall have in effect during the entire term of this Agreement workers' compensation and employer's liability insurance providing full statutory coverage. In signing this Agreement, Contractor certifies, as required by Section 1861 of the California Labor Code, that (a) it is aware of the provisions of Section 3700 of the California Labor Code, which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of the Labor Code, and (b) it will comply with such provisions before commencing the performance of work under this Agreement.

**e. Liability Insurance**

Contractor shall take out and maintain during the term of this Agreement such bodily injury liability and property damage liability insurance as shall protect Contractor and all of its employees/officers/agents while performing work covered by this Agreement from any and all claims for damages for bodily injury, including accidental death, as well as any and all claims for property damage which may arise from Contractor's operations under this Agreement, whether such operations be by Contractor, any subcontractor, anyone directly or indirectly employed by either of them, or an agent of either of them. Such insurance shall be combined single limit

bodily injury and property damage for each occurrence and shall not be less than the amounts specified below:

- (a) Comprehensive General Liability... \$1,000,000
- (b) Motor Vehicle Liability Insurance... \$1,000,000
- (c) Professional Liability..... \$1,000,000

County and its officers, agents, employees, and servants shall be named as additional insured on any such policies of insurance, which shall also contain a provision that (a) the insurance afforded thereby to County and its officers, agents, employees, and servants shall be primary insurance to the full limits of liability of the policy and (b) if the County or its officers, agents, employees, and servants have other insurance against the loss covered by such a policy, such other insurance shall be excess insurance only.

In the event of the breach of any provision of this Section, or in the event any notice is received which indicates any required insurance coverage will be diminished or canceled, County, at its option, may, notwithstanding any other provision of this Agreement to the contrary, immediately declare a material breach of this Agreement and suspend all further work and payment pursuant to this Agreement.

**11. Compliance With Laws**

All services to be performed by Contractor pursuant to this Agreement shall be performed in accordance with all applicable Federal, State, County, and municipal laws, ordinances, and regulations, including but not limited to the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and the Federal Regulations promulgated thereunder, as amended (if applicable), the Business Associate requirements set forth in Attachment H (if attached), the Americans with Disabilities Act of 1990, as amended, and Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of disability in programs and activities receiving any Federal or County financial assistance. Such services shall also be performed in accordance with all applicable ordinances and regulations, including but not limited to appropriate licensure, certification regulations, provisions pertaining to confidentiality of records, and applicable quality assurance regulations. In the event of a conflict between the terms of this Agreement and any applicable State, Federal, County, or municipal law or regulation, the requirements of the applicable law or regulation will take precedence over the requirements set forth in this Agreement.

Further, Contractor certifies that it and all of its subcontractors will adhere to all applicable provisions of Chapter 4.107 of the San Mateo County Ordinance Code, which regulates the use of disposable food service ware. Accordingly, Contractor shall not use any non-recyclable plastic disposable food service ware when providing prepared food on property owned or leased by the County and instead shall use biodegradable, compostable, reusable, or recyclable plastic food service ware on property owned or leased by the County.

Contractor will timely and accurately complete, sign, and submit all necessary documentation of compliance.

**12. Non-Discrimination and Other Requirements**

**f. General Non-discrimination**

No person shall be denied any services provided pursuant to this Agreement (except as limited by the scope of services) on the grounds of race, color, national origin, ancestry, age, disability (physical or mental), sex, sexual orientation, gender identity, marital or domestic partner status, religion, political beliefs or affiliation, familial or parental status (including pregnancy), medical condition (cancer-related), military service, or genetic information.

**g. Equal Employment Opportunity**

Contractor shall ensure equal employment opportunity based on objective standards of recruitment, classification, selection, promotion, compensation, performance evaluation, and management relations for all employees under this Agreement. Contractor's equal employment policies shall be made available to County upon request.

**h. Section 504 of the Rehabilitation Act of 1973**

Contractor shall comply with Section 504 of the Rehabilitation Act of 1973, as amended, which provides that no otherwise qualified individual with a disability shall, solely by reason of a disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination in the performance of any services this Agreement. This Section applies only to contractors who are providing services to members of the public under this Agreement.

**i. Compliance with County's Equal Benefits Ordinance**

Contractor shall comply with all laws relating to the provision of benefits to its employees and their spouses or domestic partners, including, but not limited to, such laws prohibiting discrimination in the provision of such benefits on the basis that the spouse or domestic partner of the Contractor's employee is of the same or opposite sex as the employee.

**j. Discrimination Against Individuals with Disabilities**

The nondiscrimination requirements of 41 C.F.R. 60-741.5(a) are incorporated into this Agreement as if fully set forth here, and Contractor and any subcontractor shall abide by the requirements of 41 C.F.R. 60-741.5(a). This regulation prohibits discrimination against qualified individuals on the basis of disability and requires affirmative action by covered prime contractors and subcontractors to employ and advance in employment qualified individuals with disabilities.

**k. History of Discrimination**

Contractor certifies that no finding of discrimination has been issued in the past 365 days against Contractor by the Equal Employment Opportunity Commission, the California Department of Fair Employment and Housing, or any other investigative entity. If any finding(s) of discrimination have been issued against Contractor within the past 365 days by the Equal Employment Opportunity Commission, the California Department of Fair Employment and Housing, or other investigative entity, Contractor shall provide County with a written explanation of the outcome(s) or remedy for the discrimination prior to execution of this Agreement. Failure to comply with this Section shall constitute a material breach of this Agreement and subjects the Agreement to immediate termination at the sole option of the County.

**l. Reporting; Violation of Non-discrimination Provisions**

Contractor shall report to the County Manager the filing in any court or with any administrative agency of any complaint or allegation of discrimination on any of the bases prohibited by this Section of the Agreement or the Section titled "Compliance with Laws". Such duty shall include reporting of the filing of any and all charges with the Equal Employment Opportunity Commission, the California Department of Fair Employment and Housing, or any other entity charged with the investigation or adjudication of allegations covered by this subsection within 30 days of such filing, provided that within such 30 days such entity has not notified Contractor that such charges are dismissed or otherwise unfounded. Such notification shall include a general description of the circumstances involved and a general description of the kind of discrimination alleged (for example, gender-, sexual orientation-, religion-, or race-based discrimination). Violation of the non-discrimination provisions of this Agreement shall be considered a breach of this Agreement and subject the Contractor to penalties, to be determined by the County Manager, including but not limited to the following:

- i. termination of this Agreement;
- ii. disqualification of the Contractor from being considered for or being awarded a County contract for a period of up to 3 years;
- iii. liquidated damages of \$2,500 per violation; and/or
- iv. imposition of other appropriate contractual and civil remedies and sanctions, as determined by the County Manager.

To effectuate the provisions of this Section, the County Manager shall have the authority to offset all or any portion of the amount described in this Section against amounts due to Contractor under this Agreement or any other agreement between Contractor and County.

#### **m. Compliance with Living Wage Ordinance**

As required by Chapter 2.88 of the San Mateo County Ordinance Code, Contractor certifies all contractor(s) and subcontractor(s) obligated under this contract shall fully comply with the provisions of the County of San Mateo Living Wage Ordinance, including, but not limited to, paying all Covered Employees the current Living Wage and providing notice to all Covered Employees and Subcontractors as required under the Ordinance.

#### **13. Compliance with County Employee Jury Service Ordinance**

Contractor shall comply with Chapter 2.85 of the County's Ordinance Code, which states that Contractor shall have and adhere to a written policy providing that its employees, to the extent they are full-time employees and live in San Mateo County, shall receive from the Contractor, on an annual basis, no fewer than five days of regular pay for jury service in San Mateo County, with jury pay being provided only for each day of actual jury service. The policy may provide that such employees deposit any fees received for such jury service with Contractor or that the Contractor may deduct from an employee's regular pay the fees received for jury service in San Mateo County. By signing this Agreement, Contractor certifies that it has and adheres to a policy consistent with Chapter 2.85. For purposes of this Section, if Contractor has no employees in San Mateo County, it is sufficient for Contractor to provide the following written statement to County: "For purposes of San Mateo County's jury service ordinance, Contractor certifies that it has no full-time employees who live in San Mateo County. To the extent that it hires any such employees during the term of its Agreement with San Mateo County, Contractor shall adopt a policy that complies with Chapter 2.85 of the County's Ordinance Code." The requirements of Chapter 2.85 do not apply unless this Agreement's total value listed in the

Section titled "Payments", exceeds two-hundred thousand dollars (\$200,000); Contractor acknowledges that Chapter 2.85's requirements will apply if this Agreement is amended such that its total value exceeds that threshold amount.

#### **14. Retention of Records; Right to Monitor and Audit**

(a) Contractor shall maintain all required records relating to services provided under this Agreement for three (3) years after County makes final payment and all other pending matters are closed, and Contractor shall be subject to the examination and/or audit by County, a Federal grantor agency, and the State of California.

(b) Contractor shall comply with all program and fiscal reporting requirements set forth by applicable Federal, State, and local agencies and as required by County.

(c) Contractor agrees upon reasonable notice to provide to County, to any Federal or State department having monitoring or review authority, to County's authorized representative, and/or to any of their respective audit agencies access to and the right to examine all records and documents necessary to determine compliance with relevant Federal, State, and local statutes, rules, and regulations, to determine compliance with this Agreement, and to evaluate the quality, appropriateness, and timeliness of services performed.

#### **15. Merger Clause; Amendments**

This Agreement, including the Exhibits and Attachments attached to this Agreement and incorporated by reference, constitutes the sole Agreement of the parties to this Agreement and correctly states the rights, duties, and obligations of each party as of this document's date. In the event that any term, condition, provision, requirement, or specification set forth in the body of this Agreement conflicts with or is inconsistent with any term, condition, provision, requirement, or specification in any Exhibit and/or Attachment to this Agreement, the provisions of the body of the Agreement shall prevail. Any prior agreement, promises, negotiations, or representations between the parties not expressly stated in this document are not binding. All subsequent modifications or amendments shall be in writing and signed by the parties.

#### **16. Controlling Law; Venue**

The validity of this Agreement and of its terms, the rights and duties of the parties under this Agreement, the interpretation of this Agreement, the performance of this Agreement, and any other dispute of any nature arising out of this Agreement shall be governed by the laws of the State of California without regard to its choice of law or conflict of law rules. Any dispute arising out of this Agreement shall be venued either in the San Mateo County Superior Court or in the United States District Court for the Northern District of California.

#### **17. Notices**

Any notice, request, demand, or other communication required or permitted under this Agreement shall be deemed to be properly given when both: (1) transmitted via facsimile to the telephone number listed below or transmitted via email to the email address listed below; and (2) sent to the physical address listed below by either being deposited in the United States mail, postage prepaid, or deposited for overnight delivery, charges prepaid, with an established overnight courier that provides a tracking number showing confirmation of receipt.

In the case of County, to:

Name/Title: [insert]  
Address: [insert]  
Telephone: [insert]  
Facsimile: [insert]  
Email: [insert]

In the case of Contractor, to:

Name/Title: [insert]  
Address: [insert]  
Telephone: [insert]  
Facsimile: [insert]  
Email: [insert]

### **18. Electronic Signature**

Both County and Contractor wish to permit this Agreement and future documents relating to this Agreement to be digitally signed in accordance with California law and County's Electronic Signature Administrative Memo. Any party to this Agreement may revoke such agreement to permit electronic signatures at any time in relation to all future documents by providing notice pursuant to this Agreement.

### **19. Payment of Permits/Licenses**

Contractor bears responsibility to obtain any license, permit, or approval required from any agency for work/services to be performed under this Agreement at Contractor's own expense prior to commencement of said work/services. Failure to do so will result in forfeit of any right to compensation under this Agreement.

### **20. Reimbursable Travel Expenses**

To the extent that this Agreement authorizes reimbursements to Contractor for travel, lodging, and other related expenses as defined in this section, the Contractor must comply with all the terms of this section in order to be reimbursed for travel.

- a. Estimated travel expenses must be submitted to authorized County personnel for advanced written authorization before such expenses are incurred. Significant differences between estimated and actual travel expenses may be grounds for denial of full reimbursement of actual travel expenses.
- b. Itemized receipts (copies accepted) for all reimbursable travel expenses are required to be provided as supporting documentation with all invoices submitted to the County.
- c. Unless otherwise specified in this section, the County will reimburse Contractor for reimbursable travel expenses for days when services were provided to the County. Contractor must substantiate in writing to the County the actual services rendered and the specific dates. The County will reimburse for travel at 75% of the maximum reimbursement



amount for the actual costs of meals and incidental expenses on the day preceding and/or the day following days when services were provided to the County, provided that such reimbursement is reasonable, in light of travel time and other relevant factors, and is approved in writing by authorized County personnel.

- d. Unless otherwise specified within the contract, reimbursable travel expenses shall not include Local Travel. "Local Travel" means travel entirely within a fifty-mile radius of the Contractor's office and travel entirely within a fifty-mile radius of San Mateo County. Any mileage reimbursements for a Contractor's use of a personal car for reimbursable travel shall be reimbursed based on the Federal mileage reimbursement rate.
- e. The maximum reimbursement amount for the actual lodging, meal and incidental expenses is limited to the then-current Continental United States ("CONUS") rate for the location of the work being done (i.e., Redwood City for work done in Redwood City, San Mateo for work done at San Mateo Medical Center) as set forth in the Code of Federal Regulations and as listed by the website of the U.S. General Services Administration (available online at <http://www.gsa.gov/portal/content/104877> or by searching [www.gsa.gov](http://www.gsa.gov) for the term 'CONUS'). County policy limits the reimbursement of lodging in designated high cost of living metropolitan areas to a maximum of double the then-current CONUS rate; for work being done outside of a designated high cost of living metropolitan area, the maximum reimbursement amount for lodging is the then-current CONUS rate.
- f. The maximum reimbursement amount for the actual cost of airfare shall be limited to fares for Economy Class or below. Air travel fares will not be reimbursed for first class, business class, "economy-plus," or other such classes. Reimbursable car rental rates are restricted to the mid-level size range or below (i.e. standard size, intermediate, compact, or subcompact); costs for specialty, luxury, premium, SUV, or similar category vehicles are not reimbursable. Reimbursable ride-shares are restricted to standard or basic size vehicles (i.e., non-premium vehicles unless it results in a cost-saving to the County). Exceptions may be allowed under certain circumstances, such as unavailability of the foregoing options, with written approval from authorized County personnel. Other related travel expenses such as taxi fares, ride-shares, parking costs, train or subway costs, etc. shall be reimbursable on an actual-cost basis. Reimbursement of tips for taxi fare, or ride-share are limited to no more than 15% of the fare amount.
- g. Travel-related expenses are limited to: airfare, lodging, car rental, taxi/ride-share plus tips, tolls, incidentals (e.g. porters, baggage carriers or hotel staff), breakfast, lunch, dinner, mileage reimbursement based on Federal reimbursement rate. The County will not reimburse for alcohol.
- h. Reimbursement of tips are limited to no more than 15 percent. Non-reimbursement items (i.e., alcohol) shall be excluded when calculating the amount of the tip that is reimbursable.

**Exhibit A**  
**Services**

In consideration of the payments set forth in Exhibit B, Contractor shall provide the following services:

**Exhibit B**

**Payments**

In consideration of the services provided by Contractor described in Exhibit A and subject to the terms of the Agreement, County shall pay Contractor based on the following fee schedule and terms:

# ATTACHMENT I

## Assurance of Compliance with Section 504 of the Rehabilitation Act of 1973, as Amended

---

The undersigned (hereinafter called "Contractor(s)") hereby agrees that it will comply with Section 504 of the Rehabilitation Act of 1973, as amended, all requirements imposed by the applicable DHHS regulation, and all guidelines and interpretations issued pursuant thereto.

The Contractor(s) gives/give this assurance in consideration of for the purpose of obtaining contracts after the date of this assurance. The Contractor(s) recognizes/recognize and agrees/agree that contracts will be extended in reliance on the representations and agreements made in this assurance. This assurance is binding on the Contractor(s), its successors, transferees, and assignees, and the person or persons whose signatures appear below are authorized to sign this assurance on behalf of the Contractor(s).

The Contractor(s): (Check a or b)

- a. Employs fewer than 15 persons.
- b. Employs 15 or more persons and, pursuant to section 84.7 (a) of the regulation (45 C.F.R. 84.7 (a), has designated the following person(s) to coordinate its efforts to comply with the DHHS regulation.

**Name of 504 Person:**

**Name of Contractor(s):**

**Street Address or P.O. Box:**

**City, State, Zip Code:**

**I certify that the above information is complete and correct to the best of my knowledge**

**Signature:**

**Title of Authorized Official:**

**Date:**

\*Exception: DHHS regulations state that: "If a recipient with fewer than 15 employees find that, after consultation with a disabled person seeking its services, there is no method of complying with (the facility accessibility regulations) other than making a significant alteration in its existing facilities, the recipient may, as an alternative, refer the handicapped person to other providers of those services that are accessible."

**[Sample Signature Page – Under \$200,000]**

**THIS CONTRACT IS NOT VALID UNTIL SIGNED BY ALL PARTIES. NO WORK WILL COMMENCE UNTIL THIS DOCUMENT HAS BEEN SIGNED BY THE COUNTY PURCHASING AGENT OR AUTHORIZED DESIGNEE.**

**For Contractor:**

\_\_\_\_\_  
Contractor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Contractor Name (please print)

---

**For County:**

\_\_\_\_\_  
Purchasing Agent Signature  
(Department Head or  
**Authorized** Designee)  
County of San Mateo

\_\_\_\_\_  
Date

\_\_\_\_\_  
Purchasing Agent Name (please print)  
(Department Head or **Authorized** Designee)  
County of San Mateo

\_\_\_\_\_  
Purchasing Agent or **Authorized** Designee  
Job Title (please print)  
County of San Mateo

**[Sample Signature Page – Over \$200,000 which includes Board Approval]**

In witness of and in agreement with this Agreement's terms, the parties, by their duly authorized representatives, affix their respective signatures:

For Contractor: **[SERVICE PROVIDER COMPANY NAME]**

\_\_\_\_\_  
Contractor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Contractor Name (please print)

\_\_\_\_\_

COUNTY OF SAN MATEO

By:  
President, Board of Supervisors, San Mateo County

Date:

ATTEST:

By:  
Clerk of Said Board



## County of San Mateo

### **Addendum to Request for Proposals (RFP) for Youth and Family Programs**

### **Probation Department**

RFP No. PROB 2022-003

Addendums to this RFP are as follows:

**1) Page 11, Proposal Content requirement (page limit)**

Joint proposals for the same services under both JPCF and JJCPA funding streams **must include two Exhibit Cs** – one for each funding stream. Therefore, the total page limit for joint proposals is increased from 25 pages to 31 pages to allow for the inclusion of two Exhibit Cs.

**2) Page 13, Tab 5: Cost Analysis and Budget for Primary**

The page limit for “Tab 5” is hereby increased from 7 pages to 13 pages for joint proposals for the same services under both JPCF and JJCPA funding streams to allow for the inclusion of two Exhibit Cs.

**3) Page 13, Tab 7: References (1 page) is hereby revised to read:**

Provide up to three references from successfully completed projects of similar nature to that described in this RFP, including the name of the organization for which the work was performed, and the name, phone number, and email address of an individual at the organization who was responsible for managing and accepting the work.

**RFP Contact:**

Darlene Hansen, Management Analyst  
[dhansen@smcgov.org](mailto:dhansen@smcgov.org)



**San Mateo County**  
Tabulation Report RFP #PROB 2022-003 - Youth and  
Family Programs  
Vendor: ymca of san francisco

**General Comments:** As discussed via email and noted on the cover of the narrative, Tab 1 exceeds 5 pages in order to list all contracts and personnel and Tab 2 exceeds 6 pages because we are requesting funding for 3 programs. Exhibits A, B, and C are included in the body of the narrative. We have also uploaded two Exhibit C's in excel format, for each funding stream.  
If you have any questions or need more information, please contact me-  
Carol Eggers, Director of Institutional Giving, ceggers@ymcasf.org or 415-519-0806

**General Attachments:** Exhibit C - YSB SSA-JJCPA-\_Budget\_FINAL.xlsx  
Exhibit C - YSB VIA SVP- JPCF - Budget FINAL.xlsx  
YSB Cover letter - JJCPA for SSA VIA SVP.pdf  
YSB JJCPA-JPDF SSA VIA SVP 2022 narrative.pdf





**URBAN SERVICES YMCA**  
SAN FRANCISCO COMMUNITY ACTION AGENCY

Request for funding  
For the **Youth Service Bureaus**  
In response to RFP #2022-03  
for Youth and Family Programs

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*NOTE: Tab 1 exceeds 5 pages because Exhibit A requires extra space to list all contracts and personnel.  
Tab 2 exceeds 5 pages because this request is for three programs: renewal of SSA-MS and VIA and addition of SVP*

## TAB 1 – Qualifications and Experience

The mission of The Youth Service Bureaus of the YMCA is to support and nurture families in the development of connected, productive and healthy youth. The Youth Service Bureaus (YSBs) were among the first agencies of their kind in the nation, established through state AB90 funds to provide services for youth who were arrested for first time minor offenses. Since their inception the YSBs have evolved into a provider of comprehensive prevention and intervention support services with programmatic strategies focusing on at-risk and in-risk youth and families. Since 1969, the year the first YSB in Pacifica opened, we have expanded our work with law enforcement and probation departments and collaborate with schools, local agencies, funders, and neighborhoods to develop programs that keep youth and communities safe, prevent entry into the juvenile justice system, and reduce recidivism rates for system involved youth. Through an array of services including school safety advocates, mental health counseling, intensive case management, diversion and probation programs, victim support and trauma services, truancy abatement, youth development, homeless services, basic needs assistance and more, the YSBs deliver critical programming to over 6200 youth and families a year. In total, the YSBs provide meaningful and culturally relevant programs that support resilience and stability for youth and families that experience overwhelming risk factors like trauma, violence, substance abuse, and poverty.

The YSBs operate under the auspices of the Urban Services YMCA, the social services branch of the YMCA of San Francisco (YSF). Urban Services YMCA (USY) has an operating budget of \$17 million and is an innovative branch of the YSF, providing life-changing programs that build healthy families, successful communities, and educational excellence throughout the Bay Area. USY offers programs, delivered in the hearts of communities, that provide comprehensive wrap around services to support youth and families in navigating the systems of care that impact their lives (e.g., justice system, schools, foster care, etc.). Current programs include the YSBs, Reach and Rise therapeutic mentoring program, three Family Resource Centers and one Community Resource Center, a truancy prevention and intervention center, afterschool enrichment programs, workforce development programs for youth and adults, community health programs for residents of public housing, service connection, and more.

With the support of the Urban Services Y, and the larger YSF (which has 14 branches spanning 3 counties and employs over 1,300 staff), the YSBs compare excellently with other San Mateo service providers in their capacity to deliver high quality, fiscally sound, culturally relevant, and responsive programming. The YSBs are led by a qualified Executive Leadership Team (e.g., USY Executive Director, YSB Director, etc.), hold strong fiscal and administrative capacities (e.g., internal staff and the YMCA's auditing, staff development, mission advancement (fundraising), and accounting departments), and have proven expertise in working within diverse communities and responding to community needs. The San Mateo YSBs have a 33-member clinical staff and volunteer roster of licensed or licensed-eligible Masters-level MFTs and/or Social Workers. They are led by one Clinical Services Director, one Associate Clinical Director, one Operations Director, and four additional Clinical Supervisors. Each year, approximately 18-24 graduate student trainees are recruited, vetted, and participate in our trainee program and are placed at elementary and middle schools. These positions heavily flank our existing services so that we can provide cost-effective services such as school based and outpatient clinical mental health services in four office locations (e.g., Pacifica, South San Francisco, San Mateo, and San Francisco), over 60 school campuses, and even occasional home

visits to increase access to families. Seven full-time YSB staff will work a total of 5.0 FTE on the projects for which we request funding. We specialize in working with youth mandated by police departments and juvenile courts for diversion counseling in lieu of sentencing or heavier sentences for lower-level offenses. We are also the only provider contracted with San Mateo County to work with juvenile sex offenders and are one of two agencies in the Victim Impact Awareness Program. We provide substance abuse counseling and our *First STOP mindfulness*-based psycho-social substance abuse group for teens mandated by the drug court and from local schools for possession on campus. Additionally, we excel at partnering with schools to provide clinical services on campuses to improve school safety and educational outcomes, and to create more accessibility to services while reducing the stigma of accessing mental health services for our younger generation.

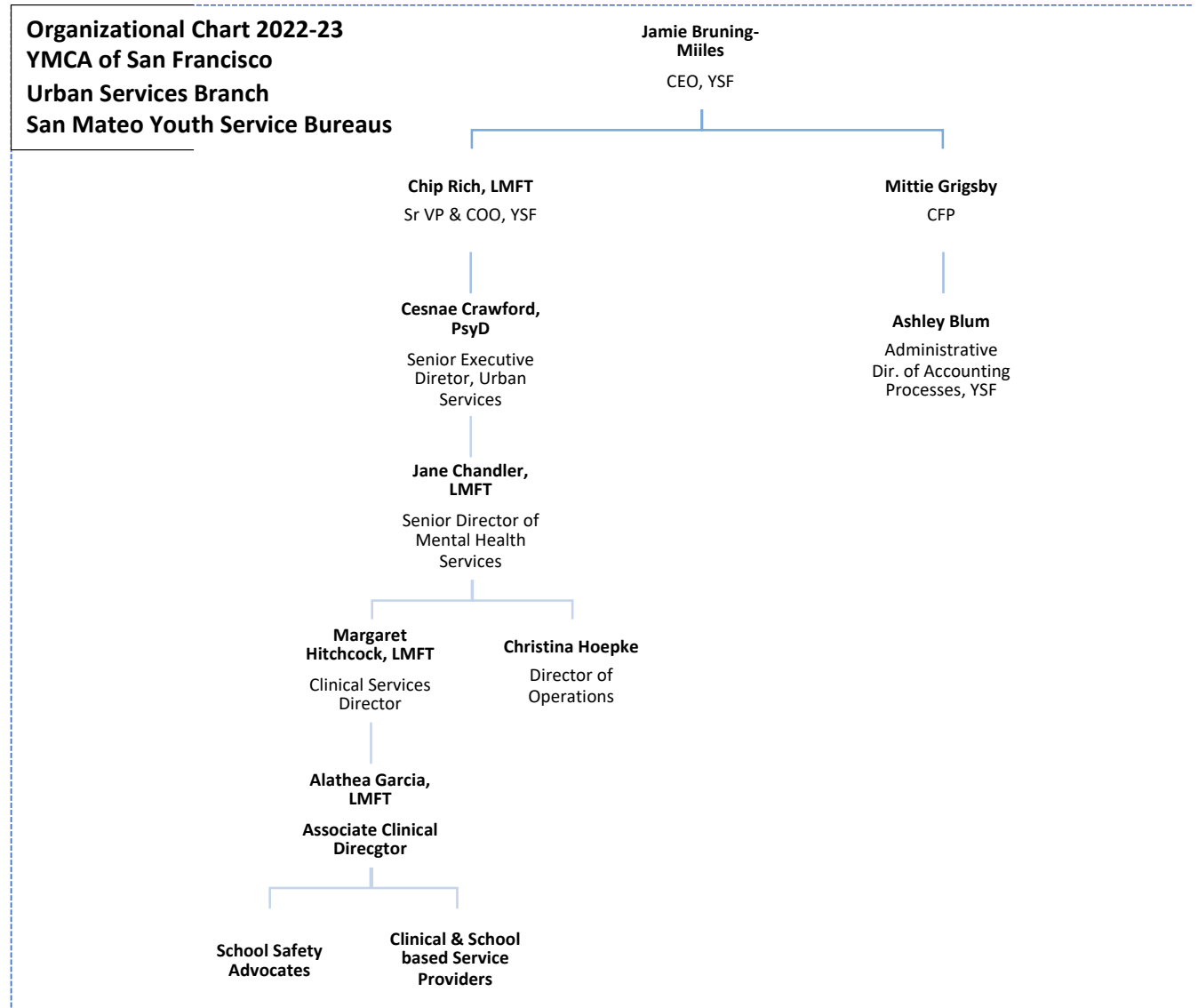
Building upon our expertise and experiences in developing, refining, and implementing meaningful programming for vulnerable youth and families, we are requesting renewed funding to continue providing the School Safety Advocate for Middle Schools (SSA-MS) and Victim Impact Awareness (VIA) programs. For over 18 years we have been providing these critical programs, which are further elaborated on in Tab 2 of this proposal. We feel we are uniquely qualified to continue providing these programs given our proven expertise delivering SSA-MS and VIA along with the fact that we have over 50 years of experience working with youth in diversion and on probation. We are also asking for new funding to bring our Sexual Violence Prevention curriculum, part of the Juvenile Sexual Responsibility Program, to youth referred from probation who are in the community.

Probation departments and schools have chosen to contract with us based on our ability to provide outstanding evidence-based services to a spectrum of at-risk youth. The goals of all our programs are to increase self-sufficiency, promote personal responsibility, and improve family stability to prevent recidivism or engagement in problematic behaviors. Additionally, we have built a continuum of care for youth and their families addressing all levels of youth risk and behavior in our clinics and the schools. Our prevention programs are embedded in a youth development framework that gives priority to sustained adult relationships, meaningful involvement and leadership, and opportunities to engage in community and school projects. We also provide all our services within family systems and multi-system treatment models. We excel in working with local schools, as we recognize having YSB mental health professionals at schools dramatically increases access to services. Not only does it eliminate the need to travel, the endorsement of mental health services by schools strips away many of the social stigmas associated with these services. We are seen as integral team members participating in IEPs, SSTs, and other school activities. We understand school culture, the pressure on teachers, and how to strategically support academic achievement by removing barriers from youth and families.

YSB staff are committed to providing linguistically and culturally responsive, non-judgmental services that treat people with dignity and respect. The YSB has created a Culturally and Linguistically Appropriate Services (CLAS) Plan detailing this commitment. We have been in a consulting partnership with Radicle Root Collective for the past 3 years working on racial justice, healing, and organizational change. These changes have improved our clinicians' ability to engage and impact their clients as well as create a more inclusive and supportive workplace, leading to increased employee retention and stability in all of our programs. For the past twelve years, our agency has provided strengths-based client-centered services, in line with Transformative Family practices where clients are treated as equal partners in treatment planning and services. We provide non- and limited English speaking and hearing/speech impaired participants with interpretation services, as well as quality, translated materials. Twenty (20%) of our direct services staff are bilingual, predominantly in Spanish, but also in Tagalog, Mandarin, and Japanese. We are dedicated to addressing issues specific to the Latinx

community (e.g., trauma associated with immigration, isolation, challenges with schools, and intergenerational differences).

The YSBs, and its parent organization, Urban Services YMCA, hold extensive experience managing publicly funded contracts via multiple partners including San Mateo BHRS, San Francisco Department of Public Health, Juvenile Probation Departments in both San Mateo and San Francisco and the federal office of OJJDP, the San Mateo and San Francisco Human Services Agencies, and others. We are well equipped to meet the fiscal demands of this contract and strongly believe in evaluation and using data tools to improve program quality and service delivery.



### Exhibit A: Contracts and Professional Qualifications

1. Contracts serving at-risk or justice involved youth over past three years
2. and current contracts and commitments.

Program Name	Years in Service	Contracting Agency	Type of Service	Location	Amount
<b>Juvenile Diversion Program</b>	1969-current	Local Police Departments	The YSBs of the YMCA were the first Youth Service Bureaus created in the US (AB90). Program provides early intervention services for 1st time juvenile offenders. Program works with the family, builds resistance skills, improves impulse control and decision-making skills.	Three YSB clinics	\$128,181
<b>Juvenile Sexual Responsibility Program</b>	Created in 1983 (34 years) to present	San Mateo County BHRS (Behavioral Health and Recovery Services) in collaboration with SMJPD	The only program of its kind in the county. We specialize in juvenile sex offender treatment. We use a multi-systemic approach and evidence-based practices to treat sex offenders to eliminate recidivism.	South San Francisco Youth Service Bureau  1486 S. Huntington Ave. SSF CA 94080	Up to \$70,000 (Fee-for-service Program)
<b>School Safety Advocates - Middle School</b>	Created in 2004 and continuously funded to present.	San Mateo County Probation Department	Preventing youth from entering the Juvenile Justice System by working on School campuses to provide early crisis intervention, and violence prevention services through clinical case management, counseling, skill building groups, and family counseling.	5 middle Schools: Alta Loma, Parkway Heights, Westborough, Parkside Intermediate, Bayside STEM	\$638,959  (\$224,157 for current fiscal year)

<b>Victim Impact Awareness Program (northern section)</b>	created in 2000 (22 yrs.) to present	San Mateo County Probation Department funding streams	This restorative justice program works with delinquent youth and their victims in a psycho educational group setting. This program focuses on offender accountability and social responsibility.	South San Francisco Youth Service Bureau  Currently offered virtually  When offered, in-person:  1486 S. Huntington Ave. SSF CA 94080	Rolled up in above contracts
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3. Provide details of any failure or refusal to complete a contract: None

4. Provide professional qualifications for each individual that would be assigned to provide services requested in this RFP

<b>Margaret Hitchcock, LMFT</b>  Clinical Director and Clinical Supervisor	M.S. Counseling Psychology, 2003	San Francisco State University	LMFT #45279 <b>CANS</b> <b>NMT</b> <b>PCOMS</b> <b>Trauma focused CBT</b> Family Systems through <b>BAFIT</b> <b>Healing Centered Engagement</b> <b>Cultural Humility</b> <b>Trauma Informed Systems</b>
<b>Alethea Garcia, LMFT</b>  Associate Clinical Director  Clinical Supervisor	M.A in Counseling Psychology, 2011	John F. Kennedy University	LMFT # 97791 <b>CANS</b> certified and trainer <b>EMDR</b> <b>Guided Imagery</b> <b>Healing Centered Engagement</b>
<b>Karla Santizo, AMFT</b> SSA Parkway Heights MS	M.A. Counseling Psychology, 2022	University of San Francisco	AMFT # 135164 APCC # 12265 <b>CANS</b>
<b>Natalia Norori, LMFT</b> SSA Bayside STEM	M.A Counseling Psychology, 2019	Palo Alto University	LMFT # 135758 <b>CANS</b>

<b>Chrystal Bowdry, LMFT</b> SSA Alta Loma MS	M.S. Clinical Psychology, 2019	Notre Dame de Namur University	LMFT # 131973 APCC # 6706 <b>CANS</b> <b>Cultural Humility</b> certified trainer
<b>Charles Lee, AMFT</b> SSA Westborough MS	M.A. Counseling Psychology,	University of San Francisco	AMFT # (pending) <b>CANS</b>
<b>Andres De Alba, AMFT</b> Parkside Intermediate	M.A. Marriage and Family Therapy specializing in Art Therapy, 2022	Dominican University of California	AMFT # 133251 ATR-P # 22-441 <b>CANS</b>
<b>Justine Cordon, AMFT</b> VIA Clinician and Facilitator	M.S. Clinical Psychology, 2018	Notre Dame de Namur University	MFT Associate # 107173 <b>CANS</b>
<b>Angela Vaquerano, AMFT</b> VIA Clinician and Facilitator	M.A. Counseling Psychology, 2022	Santa Clara University	AMFT # 134492 <b>CANS</b>
<b>Mia Acosta, AMFT</b> JSR Clinician and Facilitator	M.S. Counseling, 2022	San Francisco State University	AMFT # 136040 <b>CANS</b> <b>Sexual Health Educator (SHE) Training Certified Facilitator</b> <b>EMDR</b>

## TAB 2 – Project Philosophy and Service Model

The Youth Service Bureau requests renewed funding from the San Mateo County Probation Department for two programs currently receiving support: School Safety Advocates and Victim Impact Awareness. We also request support to make our Sexual Violence Prevention (SVP) curriculum available to probation involved youth in our community.

### **Direct Services:**

Individual, group, and family treatment will be provided under our proposed program which will include, but not be limited to, the following overarching services: assessment, crisis intervention, conflict resolution, restorative justice collateral and de-escalation interventions, psychotherapy, family therapy, and case management/ service linkage. Below is a list of the primary service sites (school campuses and clinics) and the evidence-based and/ or certification/ curriculum-based models that are used most frequently in our *School Safety Advocates – Middle School, VIA, and SVP* programs and for YSB outpatient services.

SSA-MS services will be provided on-site at three middle schools located in South San Francisco (SSF), one in San Mateo, and one in San Bruno. VIA groups are currently held virtually over a HIPPA compliant Zoom platform; participants access needs will be assessed to accommodate as needed. Any in-person VIA groups will be held in our SSF Youth Service Bureau clinic, conveniently located one half of a mile from the San Bruno BART station for public transportation access at 1486 Huntington Ave South San Francisco, CA 94080. We also plan to provide SVP groups to probation involved youth in the community in the same manner as we currently provide VIA. The school addresses are listed below:

Parkside Intermediate School 1801 Niles Ave., San Bruno, CA 94066  
Alta Loma Middle School: 116 Romney Ave, South San Francisco, CA 94080  
Bayside STEM Academy: 2025 Kehoe Ave, San Mateo, CA 94403  
Parkway Heights Middle School: 650 Sunset Ave, South San Francisco, CA 94080  
Westborough Middle School: 2527 Westborough Blvd, South San Francisco, CA 94080

Commencement of services. SSA's on each campus provide services during each of the 39 academic weeks in SSFUSD, SBPSD, and SMFCSD August through June. Although the number of direct service hours provided to students is static for each SSA clinician, number of students receiving services can vary to some degree from quarter to quarter depending on length and intensity interventions per student need.

VIA executes seven consecutive week cohorts of group sessions four times a year, one in each fiscal quarter. The number of youths enrolled is dependent on JPD referral.

SVP will offer its 10-week curriculum once each quarter, adjusted as needed according to demand. The number of youths enrolled would be dependent on JPD referral.

### **Evidence-Based Practices and Interventions:**

**Aggression Replacement Therapy.** Aggression Replacement Training (ART), developed by Dr. Arnold P. Goldstein and Dr. Barry Glick, is a multimodal intervention design to alter the behavior of chronically aggressive youth. It consists of skill streaming, designed to teach a broad curriculum of 10 pro-social skills; anger control training, a method for empowering youth to modify their own anger responsiveness; and moral reasoning training to help motivate youth to employ the skills learned via the other components. The curriculum is provided in a 10-week, peer-based group with prescriptive activities. *Skills streaming* includes beginning social skills (starting a conversation, introducing yourself, giving a compliment); advanced social



skills (asking for help, apologizing, giving instructions); skills for dealing with feelings; alternatives to aggression; skills for dealing with stress and planning skills. *Anger control* skills include identifying triggers; identifying cues; using reminders; using reducers and using self-evaluation. *Moral reasoning* is advanced by presenting moral dilemmas for discussion in the group. <http://www.aggressionreplacementtraining.com/>

**Cognitive & Dialectical Behavioral Therapy.** Cognitive-behavioral therapy is based on the idea that our thoughts cause our feelings and behaviors. Individual and family counseling and the pro-social group activities based in CBT focus clients directly on behaviors and their causes. CBT is more short term and focused on resolving specific behaviors. DBT expands on CBT by teaching mindfulness, distress tolerance, emotional regulation, and interpersonal effectiveness skills. Activities are designed to help clients understand and manage emotions, reframe the narrative of their actions, and practice communication and problem-solving skills that result in alternative, positive outcomes. (<http://nacbt.org/whatiscbt.aspx>)

**Neurosequential Model of Therapeutics (NMT)** NMT maps the neurobiological development of maltreated children based on his/her/their history of sustained early trauma. Assessment identifies early developmental challenges and relationships that contribute to risk or resiliency. Formal therapy is combined with rich relationships with trustworthy caregivers and teachers, going beyond what we think of as therapy and integrating movement and attachment-based activities that parents can undertake to soothe and heal the nervous system. The goal of this approach is to structure the assessment of the child/youth, articulation of the primary problems, identification of key strengths, and application of interventions (educational, enrichment and therapeutic) in a way that will help family, educators, therapists, and related professionals best meet the needs of the child/youth. Margaret Hitchcock, LMFT and YSB Clinical Services Director, is certified as both an assessor and trainer through County BHRS in NMT assessment and can provide assessments for anyone in our programs. <http://childtrauma.org/nmt-model/>

**Mindfulness Based Substance Abuse Treatment for Adolescents (MBSAT)** is a 12-session Curriculum developed by Sam Himmelstein, the Founder of Center for Adolescent Services in Alameda County. The model perspective is trauma-informed with an emphasis on youth empowerment through personal mindful meditation practices, hands-on skits and roleplays, stories, and psychoeducation. Services are offered both in group and individual settings depending on youth needs and fit. <http://centerforadolescentstudies.com/>

**Motivational Interviewing:** Clinicians use these techniques to build rapport and motivation to change. This practice assists clinicians in engaging youth quickly so they can assess needs and resolve crisis situations. MI assists the clinician to build motivation for change.

**Art Therapy:** Art Therapy techniques are useful to build rapport, assess needs, and assist in soothing and regulating youth. These techniques also allow another entry point into learning group material.

**Trauma-Informed System:** We are a Trauma Informed System, partnered with and trained by Trauma Transformed. We are one of the first CBOs to pilot TIS, which includes a commitment to Cultural Humility and Racial Equity within the organization as well as with our clients. All staff are trained in TIS and there are strong administrative structures to support this work.

**Restorative Justice Practices:** Youth will be taught restorative practices from the International Institute for Restorative Practices ([www.iirp.edu](http://www.iirp.edu)) as a way to address harm either caused by or to them.

**Partners for Change Outcome Management System (PCOMS):** The Partners for Change Outcome Management System (PCOMS) is a systematic client feedback intervention that uses two four-item scales to solicit consumer feedback regarding factors proven to predict success regardless of treatment model or presenting problem. PCOMS will be used to measure the quality of the alliance (using the Session Rating Scale).

PCOMS is used with all youth being seen on an ongoing basis. This will also give us the benefit of gaining some outcome measurements.

**Sexual Health Educator (SHE) Training Certified Facilitator:** This training program was created by sexual health educators, trainers and experts from the California Department of Public Health, STD Control Branch, the California Department of Education, The California Prevention Training Center, and partner organizations. The required and elective modules include up-to-date information and research on a variety of sexual health topics. Most modules include an Educators Toolkit with resources and/or interactive activities that educators can use in their sexual health promotion work. <https://californiaptc.com/sexual-health-educator-training-program/>

## EXHIBIT B

### A) School Safety Advocates Program – middle schools (SSA-MS)

**Program approach and history:** SSA-MS is designed to capitalize on early intervention at the middle-school level. For many years the Youth Service Bureaus have built programming upon the foundational knowledge that early intervention and prevention is the best place to begin addressing the needs in our communities. For many years now a plethora of academic research studies have not only proven that to be the case but also translated the societal and monetary benefits of intervening early on rather than waiting to “rehabilitate”. The Juvenile Probation Department’s Local Action Plan lists middle schoolers as the topmost “priority population”. Our experience at the YSBs confirms this, so for more than a decade we have tailored programming, specific interventions and evidence-based practices into our SSA-MS to best reach this population. The SSA programs were originally built-in collaboration with the San Mateo Union High School District in 1999 in direct response to the Columbine tragedy. The SSA-MS (middle school) program followed in 2004. Since then, several components have been added, including social skills therapeutic groups, Cognitive-Based and Mindfulness-Based Substance abuse groups, and “Newcomers programs” at certain sites for recent immigrant families. Additionally, we began implementing the Alternatives-To-Suspension Program in South San Francisco School District in January 2020.

**Philosophy and outcomes:** Our SSA-MS supports the following outcomes: 1) decreasing the rate of juvenile justice involvement and recidivism; 2) improving educational outcomes (e.g., improved academic engagement and graduation rates, etc.); and 3) decreasing drug and alcohol use. We move toward these outcomes by focusing on the **short-term outcomes** for at-risk youth and families of 1) improving connection and engagement in school; 2) increasing youth developmental assets and resiliency; and 3) improving family functioning. Our **strategies** to achieve these short-term outcomes utilize behavioral skills development, increased emotional regulation and mindfulness decision-making, conflict resolution skill building, drug and alcohol treatment and prevention, and family supportive interventions and/or therapy.

SSA-MS targets two of the most important inputs for developing youth assets - a safe environment and sustained, supportive adult relationships. Without these foundational resources, youth run an incredible risk for slipping into a negative relationship with their environment; a perspective that is often associated with destructive behaviors such as delinquency, truancy, and substance abuse. Our model allows SSAs to establish relationships with youth, who open up to these “safe adults” about other challenges and anxieties. SSA-MS also serve young people where they spend most of their time; in school, where services are free and accessible. SSAs collaborate with school staff, School Resources Officers, and Probation Officers, surrounding students with multidisciplinary team support. Referrals to our three San Mateo County clinics for intensive or family therapy is offered to our clients for free or at very low cost, as low as \$5 a session.

While there are many high-need schools in San Mateo County, the YSBs have established positive, effective working relationships in the five schools currently served in San Mateo County and listed above. The MS-SSA program places mental health professionals (MFTs and Social Workers) from the YSBs on middle school

campuses for 2-4 full days of the week, with SSAs intervening to address student crises, mediate conflicts, and work with school staff to identify students who need safety and mental health assessment for concerning behaviors.

**Services and Interventions:** SSAs assess risk factors and determine intervention and treatment plans for students and their families, provide services on campus, and make referrals for additional services, including therapy off campus. Research has shown that “One aspect of exceptionally successful prevention programs is their comprehensive nature. Programs that are more holistic prevent future crime better because they deal with various aspects of a child’s life, not just a single one” (Saminsky, 2010). With our current contracts with South San Francisco Unified School District and San Mateo Foster City School District, we provide five additional middle and high school SSAs on campuses at their behest: Bowditch MS, Borel MS, South San Francisco HS, Baden HS, and El Camino HS. Additionally, we have leveraged a YSB behavioral health trainee to be placed on each campus for a fourth day in order to run individual and group programming requested by the schools but not allowed by staff SSAs’ limited schedule and limited funding through JPD. We reduced our target for the total number of students served, allowing SSAs to spend more time and have more interventions (“contacts”) with higher risk students. While substance use has always been addressed in individual therapy, in 2015-16 we added our blended CBT/ Mindfulness-Based Substance Abuse Treatment for Adolescents (MBSAST), *First STOP*, to the service model, offering it both on campus and at the YSB clinics by referral. Each campus provides private counseling space and offices for the SSAs, access to Academic “Cumulative” files, and collaborates with referral and information exchange systems. We find great value in being on campus and directly collaborating with other important adults in our youths’ lives. With renewed funding from the Solid Rock Foundation, the YSBs are pleased to continue to leverage *CALM* (anger management) and *Girls United* groups programs on campus run by the additionally placed graduate-level YSB interns.

**Behavioral skills development** is provided in the form of intake, crisis intervention, clinical mental health assessment, family case management, counseling, and referrals. *Initial Referral/Intake/Risk Evaluation* will be conducted for each of the 300 students served. In the intake process, a parent or caregiver will be consulted. Based on initial risk evaluation, students will be scheduled for full-scale mental health assessment with parental consent. We anticipate that approximately 65% of the 300 students will receive full assessments. *Crises/Suicide/CPS/5150 Interventions.* Based on prior years of the SSA-MS, we estimate that approximately 25-50% of our SSA referrals come to an SSA clinician in distress or crisis. SSAs intervene immediately to address the problems, ranging from mediating a conflict, to consulting with Child Protective Services, conducting suicide assessments, or initiating 5150 hospitalizations and Tarasoff reports. This is done in collaboration with the school and police officers. SSAs also mediate conflicts among students at school using Restorative Justice Practices. 150 students will be served, with at least 200 units of service. Full mental health, drug and alcohol assessments will commence with CANS and pre-JAIS administered to clients receiving more than four service contacts. Clinical supervisors for our programs are all CANS certified with “superuser” status. Counseling, family case management, and referrals will be provided according to diagnosis and treatment plans, based on evidence-based practices of Cognitive Behavioral Therapy (CBT), Trauma-Focused CBT, and Multi-Systemic Family Therapy.

**Conflict Resolution Skill Building** is provided in the form of school-based psycho-social groups for aggression management, conflict resolution, and decision-making skills called *CALM* (Communication and Life Skills Management). The *CALM* curriculum is designed on the Aggression Replacement Therapy model. Its goals are to increase knowledge of anger management techniques; increase conflict resolution skills; decrease school disciplinary referrals; and decrease violent behavior. SSAs or YSB interns will facilitate 10-week *CALM* groups on campus with up to eight youth per group.

**Drug and Alcohol Prevention** is provided through campus and clinic-based psycho-social groups called *First STOP*, a 12-week mindfulness-based program designed for youth mandated through the courts for lower-level

drug offenses and by schools for possession on campus. Groups are led at the schools by SSAs, as well as at the YSB clinics in South San Francisco and San Mateo for students who benefit from off-campus, intensive services involving augmented parent participation. Any *First STOP* groups held in the YSB clinics will be leveraged and not funded by JCFP. *First STOP* programming can take place on campuses if indicated and either delivered individually or in groups.

**Mentoring.** Students will also be referred to the Urban Services YMCA national mentoring program, *Reach & Rise*, a year-long mentoring relationship with an adult trained in 14 hours of para-professional therapeutic strategies.

**Youth Development Practices.** SSA-MS embeds the therapist in the foundation of a youth asset model. Therapeutic interventions are strengths focused, with the SSAs themselves providing significant, supportive adult relationships. Weekly “lunch box” chats allow students who are not accustomed to talking about emotional issues or have stigma around mental health to get to know the SSA, building confidence to ask for help and promoting what we call “normalizing seeking help”.

**Family Therapy** is provided as leveraged services by YSB therapists at our three clinics. Youth and families assessed in need of deeper therapeutic intervention in an outpatient setting are referred internally through our system for priority access to scheduling. When SMCPD conducted Focus Groups for the 2011-2015 Local Action Plan, families identified substance use, mental health, and absence of positive role models or advocates as three of their top four presenting needs. The YSBs specialize each year in training and support in these areas.

**Program Outputs (please also see Exhibit B table below).** SSA-MS projects serving a total of 300 unduplicated youth each year, with 195 receiving full CANS and OYAS assessments. Any youth seen more than 4 times by an SSA will receive a full CANS and pre-JAIS. Youth complete a client satisfaction survey at the end of treatment to capture more sensitive and elaborate feedback regarding their engagement in services that will feed our programmatic evaluation system and inform programmatic changes over time to reflect community input (see Tab 6).

### **B. Victim Impact Awareness (VIA) program**

Victim Impact Awareness or VIA is a Trauma-Informed and strengths-based seven-week educational group that currently meets virtually over a HIPPA compliant Zoom platform. Any in-person VIA groups will meet out of our South San Francisco office, conveniently located one half mile from the San Bruno BART station for easy public access for youth without private transportation. Four times a year, students are referred and enrolled by San Mateo County Juvenile Probation Department (JPD) staff, who identify youth eligible for the program by the nature of the crime for which they are petitioned. Attendance and hands-on participation are pivotal and mandatory for completion of VIA and all groups are collaboratively facilitated by both probation officer(s) and YSB staff. The intervention model for VIA is a “tried and true” curriculum that uses the power of teenage peer-led influence and empowerment as a tool to expand and shift youth offenders’ thoughts and behaviors patterns away from the ones that informed the decisions that led to their arrest. Our mission is to assist youth in identifying their own capacity to learn and use their own motivation and connectedness to build viable coping skills that steer them away from further involvement in the juvenile justice program, to increase empathy and pro-social behavior, and to create new pathways for hopefulness in the future and overall well-being as important citizens in our community. The goals and targeted outcomes of VIA are to:

- Teach juvenile offenders about the short term and long-term trauma of victimization.
- Increase offender’s awareness of the negative impact of their crime on their victims and others.
- Encourage offenders to accept responsibility for their past criminal actions.

- Assist participants in creating new realistic personal narratives for decision making which lead to alternative life outcomes now and into the future.
- Decrease recidivism rates for juvenile offenders in San Mateo County.

### **C. Sexual Violence Prevention**

We know that the incidence of PTSD among youth in the juvenile justice system is similar to youth in the mental health and substance abuse systems, but up to eight times higher than comparably aged youth in the general, community population. We see that a lot of these youth in our JSR program have challenges with empathy, attachment, and self-regulation. We know these challenges are often related to trauma. They are also often related to an increased likelihood to get in trouble at school or with the law. We also know that sexually problematic behaviors are often opportunistic and likely to occur in the context of other problematic behaviors (e.g., while consuming alcohol or drugs, sexually assaulting someone while committing a robbery)

In our work with the youth in our JSR program we have learned a lot about the antecedents to their problematic sexual behaviors. Repeatedly we hear from youth that they never learned about boundaries and consent. We hear that their families don't know how to talk with them about sex and relationships. They express confusion about the laws around sexting and sharing explicit content on-line. Many of the youth in our program have expressed feeling as though they wouldn't have committed their offense if they had this knowledge.

As we see in our school-based programs, there are a lot more minor offenses happening in the community and on campuses: consensually sharing sexually explicit images, teams and social groups that make belonging contingent on contributing sexually explicit images of their peers to a collection, sexual harassment of classmates either verbally or physically, to name a few. Because we know that prevention is the best intervention, we decided to create a group that could reach youth before they engage in sexually harmful behaviors. Because of the increased risk factors that are found in youth who are on probation due to other infractions, we believe that this group would be an essential part of their treatment to keep them from adding sexual harm to their other problem behaviors.

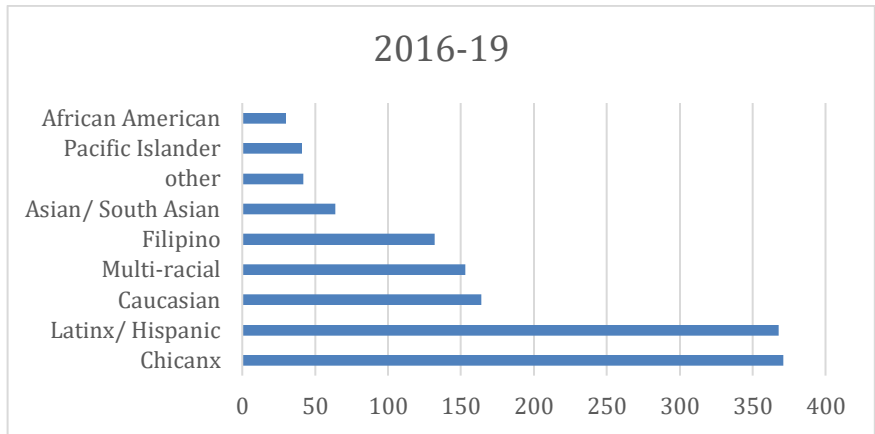
The group is designed to be 10 ninety-minute sessions. The sessions are as follows:

- Session 1: Introduction: Creating Safer Spaces, and Intro to Boundaries
- Session 2: Identifying Emotions and Self-Regulation Strategies
- Session 3: Building Empathy
- Session 4: Consent
- Session 5: Healthy Relationships
- Session 6: Navigating Online Sexual Expression
- Session 7: LGBTQ+ Community
- Session 8: Restorative Practices
- Session 9: Creating Consent Culture and Bystander Intervention
- Session 10: Closing

### **Target Population**

The population we currently serve maps to the high need population identified in the Juvenile Probation Department LAP. 100% are in middle school, between the ages of 11 and 14. From 2016-2019 more than 50% identified as Chicanx and Latinx. Overall, our service population was 27% Chicanx, 27% Latinx/Hispanic, 12% Caucasian, 11% Multi-racial, 10% Filipino, 5% Asian/South Asian, 3% Pacific Islander, 2% African American, and

3% other. These percentages have remained static in the past three years. While we do not ask for status, we estimate that at least 22% of our families are undocumented. Families are clustered in South San Francisco and San Mateo as the schools are located there.



Using our CANS assessment and OYAS, we will identify youth who are moderate and high risk based on individual, family, and school/community risk factors that correlate with higher chances of juvenile justice involvement, poor academic outcomes, and dropping out of school. Individual risk factors include anti-social behavior and peer association, lack of positive role models, poor social and/or cognitive skills; alcohol and drug use, first-time offenders; aggressive behavior and inability to manage conflict; high risk behaviors, gang affiliation, self-harm, suicidal ideation, and mental illness. Family risk factors include household violence and generational cycles of violence; family disruption; substance abuse; social isolation; poor family communication and relationships, and lack of parental involvement. School/community factors include truancy, poor grades, and lack of connection to supportive adults and peers, and lack of involvement in pro-social activities.

For our **Middle School Safety Advocates Program**, we plan to serve 300 clients annually with up to 2,310 hours of service to our youth. This equates to a reimbursement rate per therapeutic hour of approximately \$73, relatively low due partly to our leveraged services and sustainable infrastructure and relationships with local universities, which provide us with excellent mental health interns.

For our **VIA program**, we aim to serve all individuals identified and referred from the Juvenile probation Department as indicated by the nature of the crime for which they are petitioned. Depending on space, more clients may be added to the groups who are identified as youth who are in risk of entering the juvenile justice system or are violating the rights or property of others. VIA program plans to serve 60-plus youth throughout the year with seven sessions plus assessment and linkage services.

For our **SVP program**, we will serve individuals referred by the Juvenile Probation Department, anticipating 30-40 served throughout this first year with four sessions of the 10-week curriculum.

**Exhibit B: Direct Services - projected hours and clients**

Direct Service Type	Program Component	Staff Member(s) Providing	Number of Projected Hours	Number of Projected Clients
Crisis Intervention, Individual therapy, restorative justice work, conflict resolution, student and family case management and linkage services, family treatment and collaboration.	School Safety Advocate Program: Middle Schools	Charles Lee Chrystal Bowdry Karla Santizo Andres De Alba Natalia Norori	2310	300
Victim Impact Awareness Program group facilitation	VIA	Justine Cordon Angel Vaquerano	42	40-70 Depending on JPD referral
Juvenile Sexual Responsibility group facilitation	Sexual Violence Prevention	Mia Acosta	40	30-40 Depending on JPD referral

### TAB 3: Protocols for Addressing Concerns

Throughout all current YSBs/CRC programs and services, staff are committed to providing linguistically and culturally responsive, non-judgmental services that treat people with dignity and respect (please refer to Tab 1, Qualifications, above). Written non-discrimination and reasonable accommodations policies are in place for the YSBs and the YMCA of San Francisco that provide details necessary to implement the tenets of inclusion that are an integral part of the YMCA and its mission to strengthen communities.

However, if a client encounters routine problems with services, the County should contact Jane Chandler, Senior Director of Mental Health Bureaus at [jchandler@ymcasf.org](mailto:jchandler@ymcasf.org), or (650) 877-8642. A written client grievance policy is in place, vetted by the YMCA of San Francisco's risk management department, that details the clients' rights, the grievance procedure, and the timeline, and clients are informed at intake that they have the right to file a grievance or appeal an action.

Clients may file in person or in writing. YSB staff logs in the complaint and sends a letter of acknowledgement to the client within three working days. Decisions on grievances will be acted on as quickly as possible; a decision must be reached within 60 days unless more time is needed (up to 14 days) to obtain needed information or at the request of the YSB or client. Appropriate staff will be assigned to work on the complaint, with the Clinical Director overseeing the process and involved directly in specific instances. The client will be informed in writing of the summary of the complaint and its resolution. If the client has no permanent address, they may be reached by other means, such as telephone. *A copy of the Youth Service Bureaus' grievance policy is available on request.*

### TAB 4: Claims Licensure, Non-Discrimination, and Health Insurance Portability and Accountability Act (HIPAA) Violations Against Your Organization

We have no claims against us for any violations of our certification as a Medi-Cal service provider by San Mateo County or for any HIPAA violations, nor have any complaints been brought to the California Board of Behavioral Health against our agency or any of our clinicians.



## TAB 5: Cost Analysis and Budget for Primary Services

1. On-Campus SSAs at Alta Loma, Parkway Heights, Parkside Intermediate, Bayside STEM and Westborough Middle Schools. Each campus clinician is contracted to deliver direct services to youth and their families for 41 weeks during the regular school year and 4 weeks of summer session support for a total of 45 direct service weeks. An additional 3 weeks of annual trainings and year-end closures will be contractually included for a total of 48 weeks per year. Hours and rates breakdown: Each clinician is contracted to work 11.5 hours of direct face-to-face interventions with youth, attend 3 hours of weekly clinical supervision and work 2.5 hours documenting services and completing administrative tasks for a total of 17 hours per week. Our staff hourly rate listed in the budget Exhibit is calculated from an average clinical staff hourly rate of \$35.00 per hour taking into consideration our agency policy of adding a three to four % merit increase annually to staff base hourly wages. Added to the base is 12.45% in taxes, unemployment insurance and life insurance, 12% YMCA-contributed retirement + \$4.04 per hour medical insurance coverage costs.
2. SSA Clinical Supervision and Program Management to provide clinical guidance for SSAs, who are license eligible MFTs and Social Workers practicing under supervision required by the BBS; and for two hours a week of programmatic oversight. Supervision consists of a two-hour group supervision for the SSAs, and one hour of individual supervision for each SSA, plus quarterly chart reviews.
3. VIA therapists are slated to provide 7 weeks of mandated psycho-education group cohorts four times a year for a total of 234 hours of dedicated work each. Approximately 58.5 hours each of the 4 fiscal quarter years broken up as follows: Planning, coordination, and facilitation: 31 hours. Reporting, surveying, and administrative tasks: 14 hours. Supervision: 13 hours.
4. SVP program: Our sexual violence program will be offered in the community alongside our other programs like VIA. As shown in the budget spreadsheet, we will be offering up to four groups per year for up to 8 youth totaling 40 direct service hours in each setting.
5. Direct Operating Costs
  - School year food, office supplies and program materials, and computer hardware/software:
  - Electronic Health Care Records licenses for six SSAs and the SSA-MS Clinical Supervisor on the YSB's CIRCE system @ \$480/license
  - Room rental for clinic, VIA classes and space for weekly clinical supervision
6. Indirect Costs. Indirect personnel costs include payroll, HR, accounting, legal/risk management, and quality assurance in the allowable amount of 10% of total direct costs
7. Leveraged Services and Funds
  - Youth Services Bureaus outpatient Family Therapy scholarships for 20 sliding scale families in need = \$43,200
  - Youth Service Bureaus five Intern trainees for SSA-MS school-based services = \$36,500
  - Solid Rock Foundation funding for six YSB Interns to conduct CALM/First Stop groups in the SSA-MS program = \$21,900.

Total leveraged services in proposal funded by secured foundation money or YMCA funds: \$101,600.

Budget increases from our last proposal are due to increasing costs of living and most of our hourly staff now not able to take summers off and needing to continue working through the summer weeks. Significant raises are being employed in the 2022-23 fiscal year in order to retain valuable staff and minimize turnover and disruption to our program due to staff attrition. No travel time will be invoiced to the Department. Because both VIA and School Safety Advocate programs are established, no start-up costs are associated with this proposal.

Name of Program: **YMCA Youth Service Bureaus - SSAs**

**FISCAL YEAR 2023-24 (July 1, 2023 - June**

**Budget Projections**

<b>A. Direct Personnel Costs</b>								
<b>Services (by Type)</b>	<b># of Staff</b>	<b>Rate (\$/hr/staff)</b>	<b>Indicator</b>	<b>Quarter 1 (7/1/23- 9/30/23)</b>	<b>Quarter 2 (10/1/23 - 12/31/23)</b>	<b>Quarter 3 (1/1/24 - 3/31/24)</b>	<b>Quarter 4 (4/1/24 - 6/30/24)</b>	<b>FY 2023-24 Total</b>
SSA school-based services at Parkway Heights Middle School: Individual counseling, crisis intervention, restorative conflict resolution, case management and linkage. 0.47 FTE	1	\$48.40	Number of Clients	12	19	21	8	60
			Number of Hours	187	221	221	187	816
			Amount (Rate * Hours * Staff)	\$9,050.80	\$10,696.40	\$10,696.40	\$9,050.80	\$39,494.40
SSA school-based services at Alta Loma Middle School: Individual counseling, crisis intervention, restorative conflict resolution, case management and linkage. 0.47 FTE	1	\$48.40	Number of Clients	12	19	21	8	60
			Number of Hours	187	221	221	187	816
			Amount (Rate * Hours * Staff)	\$9,050.80	\$10,696.40	\$10,696.40	\$9,050.80	\$39,494.40
SSA school-based services at Westborough Middle School: Individual counseling, crisis intervention, restorative conflict resolution, case management and linkage. 0.47 FTE	1	\$48.40	Number of Clients	12	19	21	8	60
			Number of Hours	187	221	221	187	816
			Amount (Rate * Hours * Staff)	\$9,050.80	\$10,696.40	\$10,696.40	\$9,050.80	\$39,494.40
SSA school-based services at Parkside Intermediate: Individual counseling, crisis intervention, restorative conflict resolution, case management and linkage. 0.47 FTE	1	\$48.40	Number of Clients	12	19	21	8	60
			Number of Hours	187	221	221	187	816
			Amount (Rate * Hours * Staff)	\$9,050.80	\$10,696.40	\$10,696.40	\$9,050.80	\$39,494.40
SSA school-based services at Bayside STEM Academy: Individual counseling, crisis intervention, restorative conflict resolution, case management and linkage. 0.47 FTE	1	\$48.40	Number of Clients	12	19	21	8	60
			Number of Hours	187	221	221	187	816
			Amount (Rate * Hours * Staff)	\$9,050.80	\$10,696.40	\$10,696.40	\$9,050.80	\$39,494.40
Clinical Supervision for SSA positions: 2 hours of group and 1 hour of individual weekly supervision. 0.1 FTE.	1	\$62.30	Number of Clients	N/A	N/A	N/A	N/A	
			Number of Hours	66	66	66	66	264
			Amount (Rate * Hours * Staff)	\$4,111.80	\$4,111.80	\$4,111.80	\$4,111.80	\$16,447.20
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>A. Direct Personnel Costs Total</b>				<b>\$49,365.80</b>	<b>\$57,593.80</b>	<b>\$57,593.80</b>	<b>\$49,365.80</b>	<b>\$213,919.20</b>

<b>B. Direct Operating Costs</b>						
Item	Indicator	Quarter 1 (7/1/23- 9/30/23)	Quarter 2 (10/1/23 - 12/31/23)	Quarter 3 (1/1/24 - 3/31/24)	Quarter 4 (4/1/24 - 6/30/24)	FY 2023-24 Total
Electronic Health Records Database Licenses (\$900 * 2.45 FTE)	Amount	\$2,205.00	\$0.00	\$0.00	\$0.00	\$2,205.00
Office Space rental for supervision as % of total rent	Amount	\$2,196.00	\$2,196.00	\$2,196.00	\$2,196.00	\$8,784.00
Food for groups, snacks, and incentives	Amount	\$250.00	\$250.00	\$250.00	\$250.00	\$1,000.00
Program and Office supplies	Amount	\$400.00	\$400.00	\$400.00	\$400.00	\$1,600.00
<b>B. Direct Operating Costs Total</b>		<b>\$5,051.00</b>	<b>\$2,846.00</b>	<b>\$2,846.00</b>	<b>\$2,846.00</b>	<b>\$13,589.00</b>

	Quarter 1 (7/1/23- 9/30/23)	Quarter 2 (10/1/23 - 12/31/23)	Quarter 3 (1/1/24 - 3/31/24)	Quarter 4 (4/1/24 - 6/30/24)	FY 2023-24 Total
<b>A. Direct Personnel Costs Total</b>	\$49,365.80	\$57,593.80	\$57,593.80	\$49,365.80	\$213,919.20
<b>B. Direct Operating Costs Total</b>	\$5,051.00	\$2,846.00	\$2,846.00	\$2,846.00	\$13,589.00
<b>Total Direct Program Costs (A + B)</b>	\$54,416.80	\$60,439.80	\$60,439.80	\$52,211.80	\$227,508.20
<b>C. Indirect Costs (10%)</b>	\$5,441.68	\$6,043.98	\$6,043.98	\$5,221.18	\$22,750.82
<b>TOTAL FY 2023-24 BUDGET</b>	<b>\$59,858.48</b>	<b>\$66,483.78</b>	<b>\$66,483.78</b>	<b>\$57,432.98</b>	<b>\$250,259.02</b>

Name of Program: **YMCA Youth Service Bureaus School Safety**

**FISCAL YEAR 2024-25 (July 1, 2024 - June**

JJCPA funding

**Budget Projections**

<b>A. Direct Personnel Costs</b>								
Services (by Type)	# of Staff	Rate (\$/hr/staff)	Indicator	Quarter 1 (7/1/24 - 9/30/24)	Quarter 2 (10/1/24 - 12/31/24)	Quarter 3 (1/1/25 - 3/31/25)	Quarter 4 (4/1/25 - 6/30/25)	FY 2024-25 Total
SSA school-based services at Parkway Heights Middle School: Individual counseling, crisis intervention, restorative conflict resolution, case management and linkage. 0.47 FTE	1	\$48.40	Number of Clients	12	19	21	8	60
			Number of Hours	187	221	221	187	816
			Amount (Rate * Hours * Staff)	\$9,050.80	\$10,696.40	\$10,696.40	\$9,050.80	\$39,494.40
SSA school-based services at Alta Loma Middle School: Individual counseling, crisis intervention, restorative conflict resolution, case management and linkage. 0.47 FTE	1	\$48.40	Number of Clients	12	19	21	8	60
			Number of Hours	187	221	221	187	816
			Amount (Rate * Hours * Staff)	\$9,050.80	\$10,696.40	\$10,696.40	\$9,050.80	\$39,494.40
SSA school-based services at Westborough Middle School: Individual counseling, crisis intervention, restorative conflict resolution, case management and linkage. 0.47 FTE	1	\$48.40	Number of Clients	12	19	21	8	60
			Number of Hours	187	221	221	187	816
			Amount (Rate * Hours * Staff)	\$9,050.80	\$10,696.40	\$10,696.40	\$9,050.80	\$39,494.40
SSA school-based services at Parkside Intermediate: Individual counseling, crisis intervention, restorative conflict resolution, case management and linkage. 0.47 FTE	1	\$48.40	Number of Clients	12	19	21	8	60
			Number of Hours	187	221	221	187	816
			Amount (Rate * Hours * Staff)	\$9,050.80	\$10,696.40	\$10,696.40	\$9,050.80	\$39,494.40
SSA school-based services at Bayside STEM Academy: Individual counseling, crisis intervention, restorative conflict resolution, case management and linkage. 0.47 FTE	1	\$48.40	Number of Clients	14	19	21	6	60
			Number of Hours	187	221	221	187	816
			Amount (Rate * Hours * Staff)	\$9,050.80	\$10,696.40	\$10,696.40	\$9,050.80	\$39,494.40
Clinical Supervision for SSA positions: 2 hours of group and 1 hour of individual weekly supervision. 0.1 FTE. VIA supervision provided in-kind	1	\$62.30	Number of Clients	N/A	N/A	N/A	N/A	
			Number of Hours	66	66	66	66	264
			Amount (Rate * Hours * Staff)	\$4,111.80	\$4,111.80	\$4,111.80	\$4,111.80	\$16,447.20
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)					\$0.00
<b>A. Direct Personnel Costs Total</b>				<b>\$49,365.80</b>	<b>\$57,593.80</b>	<b>\$57,593.80</b>	<b>\$49,365.80</b>	<b>\$213,919.20</b>

<b>B. Direct Operating Costs</b>						
Item	Indicator	Quarter 1 (7/1/24 - 9/30/24)	Quarter 2 (10/1/24 - 12/31/24)	Quarter 3 (1/1/25 - 3/31/25)	Quarter 4 (4/1/25 - 6/30/25)	FY 2024-25 Total
Electronic Health Records Database Licenses (\$900 * 2.45 FTE)	Amount	\$2,205.00	\$0.00	\$0.00	\$0.00	\$2,205.00
Office Space rental for supervision as % of total rent	Amount	\$2,196.00	\$2,196.00	\$2,196.00	\$2,196.00	\$8,784.00
Food for groups, snacks, and incentives	Amount	\$250.00	\$250.00	\$250.00	\$250.00	\$1,000.00
Program and Office supplies	Amount	\$400.00	\$400.00	\$400.00	\$400.00	\$1,600.00
<b>B. Direct Operating Costs Total</b>		<b>\$5,051.00</b>	<b>\$2,846.00</b>	<b>\$2,846.00</b>	<b>\$2,846.00</b>	<b>\$13,589.00</b>

	Quarter 1 (7/1/24 - 9/30/24)	Quarter 2 (10/1/24 - 12/31/24)	Quarter 3 (1/1/25 - 3/31/25)	Quarter 4 (4/1/25 - 6/30/25)	FY 2024-25 Total
<b>A. Direct Personnel Costs Total</b>	\$49,365.80	\$57,593.80	\$57,593.80	\$49,365.80	\$213,919.20
<b>B. Direct Operating Costs Total</b>	\$5,051.00	\$2,846.00	\$2,846.00	\$2,846.00	\$13,589.00
<b>Total Direct Program Costs (A + B)</b>	\$54,416.80	\$60,439.80	\$60,439.80	\$52,211.80	\$227,508.20
<b>C. Indirect Costs (10%)</b>	\$5,441.68	\$6,043.98	\$6,043.98	\$5,221.18	\$22,750.82
<b>TOTAL FY 2024-25 BUDGET</b>	<b>\$59,858.48</b>	<b>\$66,483.78</b>	<b>\$66,483.78</b>	<b>\$57,432.98</b>	<b>\$250,259.02</b>

Name of Program:

**FISCAL YEAR 2025-26 (July 1, 2025 - June**

**Budget Projections**

<b>A. Direct Personnel Costs</b>								
<b>Services (by Type)</b>	<b># of Staff</b>	<b>Rate (\$/hr/staff)</b>	<b>Indicator</b>	<b>Quarter 1 (7/1/25 - 9/30/25)</b>	<b>Quarter 2 (10/1/25 - 12/31/25)</b>	<b>Quarter 3 (1/1/26 - 3/31/26)</b>	<b>Quarter 4 (4/1/26 - 6/30/26)</b>	<b>FY 2025-26 Total</b>
SSA school-based services at Parkway Heights Middle School: Individual counseling, crisis intervention, restorative conflict resolution, case management and linkage. 0.47 FTE	1	\$48.40	Number of Clients	12	19	21	8	60
			Number of Hours	187	221	221	187	816
			Amount (Rate * Hours * Staff)	\$9,050.80	\$10,696.40	\$10,696.40	\$9,050.80	\$39,494.40
SSA school-based services at Alta Loma Middle School: Individual counseling, crisis intervention, restorative conflict resolution, case management and linkage. 0.47 FTE	1	\$48.40	Number of Clients	12	19	21	8	60
			Number of Hours	187	221	221	187	816
			Amount (Rate * Hours * Staff)	\$9,050.80	\$10,696.40	\$10,696.40	\$9,050.80	\$39,494.40
SSA school-based services at Westborough Middle School: Individual counseling, crisis intervention, restorative conflict resolution, case management and linkage. 0.47 FTE	1	\$48.40	Number of Clients	12	19	21	8	60
			Number of Hours	187	221	221	187	816
			Amount (Rate * Hours * Staff)	\$9,050.80	\$10,696.40	\$10,696.40	\$9,050.80	\$39,494.40
SSA school-based services at Parkside Intermediate: Individual counseling, crisis intervention, restorative conflict resolution, case management and linkage. 0.47 FTE	1	\$48.40	Number of Clients	12	19	21	8	60
			Number of Hours	187	221	221	187	816
			Amount (Rate * Hours * Staff)	\$9,050.80	\$10,696.40	\$10,696.40	\$9,050.80	\$39,494.40
SSA school-based services at Bayside STEM Academy: Individual counseling, crisis intervention, restorative conflict resolution, case management and linkage. 0.47 FTE	1	\$48.40	Number of Clients	12	19	21	8	60
			Number of Hours	187	221	221	187	816
			Amount (Rate * Hours * Staff)	\$9,050.80	\$10,696.40	\$10,696.40	\$9,050.80	\$39,494.40
Clinical Supervision for SSA positions: 2 hours of group and 1 hour of individual weekly supervision. 0.1 FTE. VIA supervision provided in-kind	1	\$62.30	Number of Clients	N/A	N/A	N/A	N/A	
			Number of Hours	66	66	66	66	264
			Amount (Rate * Hours * Staff)	\$4,111.80	\$4,111.80	\$4,111.80	\$4,111.80	\$16,447.20
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>A. Direct Personnel Costs Total</b>				<b>\$49,365.80</b>	<b>\$57,593.80</b>	<b>\$57,593.80</b>	<b>\$49,365.80</b>	<b>\$213,919.20</b>

<b>B. Direct Operating Costs</b>						
Item	Indicator	Quarter 1 (7/1/25 - 9/30/25)	Quarter 2 (10/1/25 - 12/31/25)	Quarter 3 (1/1/26 - 3/31/26)	Quarter 4 (4/1/26 - 6/30/26)	FY 2025-26 Total
Electronic Health Records Database Licenses (\$900 * 2.45 FTE)	Amount	\$2,205.00	\$0.00	\$0.00	\$0.00	\$2,205.00
Office Space rental for supervision as % of total rent	Amount	\$2,196.00	\$2,196.00	\$2,196.00	\$2,196.00	\$8,784.00
Food for groups, snacks, and incentives	Amount	\$250.00	\$250.00	\$250.00	\$250.00	\$1,000.00
Program and Office supplies	Amount	\$400.00	\$400.00	\$400.00	\$400.00	\$1,600.00
<b>B. Direct Operating Costs Total</b>		<b>\$5,051.00</b>	<b>\$2,846.00</b>	<b>\$2,846.00</b>	<b>\$2,846.00</b>	<b>\$13,589.00</b>

	Quarter 1 (7/1/25 - 9/30/25)	Quarter 2 (10/1/25 - 12/31/25)	Quarter 3 (1/1/26 - 3/31/26)	Quarter 4 (4/1/26 - 6/30/26)	FY 2025-26 Total
<b>A. Direct Personnel Costs Total</b>	\$49,365.80	\$57,593.80	\$57,593.80	\$49,365.80	\$213,919.20
<b>B. Direct Operating Costs Total</b>	\$5,051.00	\$2,846.00	\$2,846.00	\$2,846.00	\$13,589.00
<b>Total Direct Program Costs (A + B)</b>	\$54,416.80	\$60,439.80	\$60,439.80	\$52,211.80	\$227,508.20
<b>C. Indirect Costs (10%)</b>	\$5,441.68	\$6,043.98	\$6,043.98	\$5,221.18	\$22,750.82
<b>TOTAL FY 2025-26 BUDGET</b>	<b>\$59,858.48</b>	<b>\$66,483.78</b>	<b>\$66,483.78</b>	<b>\$57,432.98</b>	<b>\$250,259.02</b>

	FY 2023-24 Total	FY 2024-25 Total	FY 2025-26 Total	Project Total
<b>A. Direct Personnel Costs Total</b>	\$213,919.20	\$213,919.20	\$213,919.20	\$641,757.60
<b>B. Direct Operating Costs Total</b>	\$13,589.00	\$13,589.00	\$13,589.00	\$40,767.00
<b>Total Direct Program Costs (A + B)</b>	\$227,508.20	\$227,508.20	\$227,508.20	\$682,524.60
<b>C. Indirect Costs Total</b>	\$22,750.82	\$22,750.82	\$22,750.82	\$68,252.46
<b>TOTAL PROGRAM BUDGET</b>	<b>\$250,259.02</b>	<b>\$250,259.02</b>	<b>\$250,259.02</b>	<b>\$750,777.06</b>

Name of Program: **YMCA Youth Service Bureaus - VIA and**

**FISCAL YEAR 2023-24 (July 1, 2023 - June**

JPCF funding

**Budget Projections**

<b>A. Direct Personnel Costs</b>								
Services (by Type)	# of Staff	Rate (\$/hr/staff)	Indicator	Quarter 1 (7/1/23 - 9/30/23)	Quarter 2 (10/1/23 - 12/31/23)	Quarter 3 (1/1/24 - 3/31/24)	Quarter 4 (4/1/24 - 6/30/24)	FY 2023-24 Total
1 SVP therapist providing group counseling services at the YSB clinics. 0.17 FTE	1	\$48.40	Number of Clients	8	8	8	8	32
			Number of Hours	10	10	10	10	40
			Amount (Rate * Hours * Staff)	\$484.00	\$484.00	\$484.00	\$484.00	\$1,936.00
VIA therapists (2) at South San Francisco Youth Service Bureau clinic. 0.17 FTE each clinician	2	\$48.40	Number of Clients	15	15	15	15	60
			Number of Hours	58.5	58.5	58.5	58.5	234
			Amount (Rate * Hours * Staff)	\$5,662.80	\$5,662.80	\$5,662.80	\$5,662.80	\$22,651.20
Clinical Supervision: 2 hours of group and 1 hour of individual weekly supervision and documentation review	1	\$62.30	Number of Clients	N/A	N/A	N/A	N/A	
			Number of Hours	40	40	40	40	160
			Amount (Rate * Hours * Staff)	\$2,492.00	\$2,492.00	\$2,492.00	\$2,492.00	\$9,968.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0



	Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>A. Direct Personnel Costs Total</b>		<b>\$8,638.80</b>	<b>\$8,638.80</b>	<b>\$8,638.80</b>	<b>\$8,638.80</b>	<b>\$34,555.20</b>

<b>B. Direct Operating Costs</b>						
Item	Indicator	Quarter 1 (7/1/23 - 9/30/23)	Quarter 2 (10/1/23 - 12/31/23)	Quarter 3 (1/1/24 - 3/31/24)	Quarter 4 (4/1/24 - 6/30/24)	FY 2023-24 Total
Program and Office Supplies	Amount	\$250.00				\$250.00
Electronic Health Care Records database (900 * .51 FTE)	Amount	\$460.00				\$460.00
Licenses	Amount	\$450.00				\$450.00
Mileage	Amount	\$75.00	\$75.00	\$75.00	\$75.00	\$300.00
<b>B. Direct Operating Costs Total</b>		<b>\$1,235.00</b>	<b>\$75.00</b>	<b>\$75.00</b>	<b>\$75.00</b>	<b>\$1,460.00</b>

	Quarter 1 (7/1/23 - 9/30/23)	Quarter 2 (10/1/23 - 12/31/23)	Quarter 3 (1/1/24 - 3/31/24)	Quarter 4 (4/1/24 - 6/30/24)	FY 2023-24 Total
<b>A. Direct Personnel Costs Total</b>	\$8,638.80	\$8,638.80	\$8,638.80	\$8,638.80	\$34,555.20
<b>B. Direct Operating Costs Total</b>	\$1,235.00	\$75.00	\$75.00	\$75.00	\$1,460.00
<b>Total Direct Program Costs (A + B)</b>	\$9,873.80	\$8,713.80	\$8,713.80	\$8,713.80	\$36,015.20
<b>C. Indirect Costs (10%)</b>	\$987.38	\$871.38	\$871.38	\$871.38	\$3,601.52
<b>TOTAL FY 2023-24 BUDGET</b>	<b>\$10,861.18</b>	<b>\$9,585.18</b>	<b>\$9,585.18</b>	<b>\$9,585.18</b>	<b>\$39,616.72</b>

Name of Program:

**FISCAL YEAR 2024-25 (July 1, 2024 - June**

**Budget Projections**

<b>A. Direct Personnel Costs</b>								
Services (by Type)	# of Staff	Rate (\$/hr/staff)	Indicator	Quarter 1 (7/1/24 - 9/30/24)	Quarter 2 (10/1/24 - 12/31/24)	Quarter 3 (1/1/25 - 3/31/25)	Quarter 4 (4/1/25 - 6/30/25)	FY 2024-25 Total
1 SVP therapist providing group counseling services at the YSB clinics. 0.17 FTE	1	\$48.40	Number of Clients	8	8	8	8	32
			Number of Hours	10	10	10	10	40
			Amount (Rate * Hours * Staff)	\$484.00	\$484.00	\$484.00	\$484.00	\$1,936.00
VIA therapists (2) at South San Francisco Youth Service Bureau clinic. 0.17 FTE each clinician	2	\$48.40	Number of Clients	15	15	15	15	60
			Number of Hours	58.5	58.5	58.5	58.5	234
			Amount (Rate * Hours * Staff)	\$5,662.80	\$5,662.80	\$5,662.80	\$5,662.80	\$22,651.20
Clinical Supervision: 2 hours of group and 1 hour of individual weekly supervision and documentation review.	1	\$62.30	Number of Clients	N/A	N/A	N/A	N/A	
			Number of Hours	40	40	40	40	160
			Amount (Rate * Hours * Staff)	\$2,492.00	\$2,492.00	\$2,492.00	\$2,492.00	\$9,968.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0

		Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
		Number of Clients					
		Number of Hours					0
		Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
		<b>A. Direct Personnel Costs Total</b>	<b>\$8,638.80</b>	<b>\$8,638.80</b>	<b>\$8,638.80</b>	<b>\$8,638.80</b>	<b>\$34,555.20</b>

<b>B. Direct Operating Costs</b>						
Item	Indicator	Quarter 1 (7/1/24 - 9/30/24)	Quarter 2 (10/1/24 - 12/31/24)	Quarter 3 (1/1/25 - 3/31/25)	Quarter 4 (4/1/25 - 6/30/25)	FY 2024-25 Total
Program and Office Supplies	Amount	\$250.00				\$250.00
Electronic Health Care Records database (900 * .51 FTE)	Amount	\$460.00				\$460.00
Licenses	Amount	\$450.00				\$450.00
Mileage	Amount	\$75.00	\$75.00	\$75.00	\$75.00	\$300.00
	<b>B. Direct Operating Costs Total</b>	<b>\$1,235.00</b>	<b>\$75.00</b>	<b>\$75.00</b>	<b>\$75.00</b>	<b>\$1,460.00</b>

	Quarter 1 (7/1/24 - 9/30/24)	Quarter 2 (10/1/24 - 12/31/24)	Quarter 3 (1/1/25 - 3/31/25)	Quarter 4 (4/1/25 - 6/30/25)	FY 2024-25 Total
<b>A. Direct Personnel Costs Total</b>	\$8,638.80	\$8,638.80	\$8,638.80	\$8,638.80	\$34,555.20
<b>B. Direct Operating Costs Total</b>	\$1,235.00	\$75.00	\$75.00	\$75.00	\$1,460.00
<b>Total Direct Program Costs (A + B)</b>	\$9,873.80	\$8,713.80	\$8,713.80	\$8,713.80	\$36,015.20
<b>C. Indirect Costs (10%)</b>	\$987.38	\$871.38	\$871.38	\$871.38	\$3,601.52
<b>TOTAL FY 2024-25 BUDGET</b>	<b>\$10,861.18</b>	<b>\$9,585.18</b>	<b>\$9,585.18</b>	<b>\$9,585.18</b>	<b>\$39,616.72</b>

Name of Program:

**FISCAL YEAR 2025-26 (July 1, 2025 - June**

**Budget Projections**

<b>A. Direct Personnel Costs</b>								
Services (by Type)	# of Staff	Rate (\$/hr/staff)	Indicator	Quarter 1 (7/1/25 - 9/30/25)	Quarter 2 (10/1/25 - 12/31/25)	Quarter 3 (1/1/26 - 3/31/26)	Quarter 4 (4/1/26 - 6/30/26)	FY 2025-26 Total
1 SVP therapist providing group counseling services at the YSB clinics. 0.17 FTE	1	\$48.40	Number of Clients	8	8	8	8	32
			Number of Hours	10	10	10	10	40
			Amount (Rate * Hours * Staff)	\$484.00	\$484.00	\$484.00	\$484.00	\$1,936.00
VIA therapists (2) at South San Francisco Youth Service Bureau clinic. 0.17 FTE each clinician	2	\$48.40	Number of Clients	15	15	15	15	60
			Number of Hours	58.5	58.5	58.5	58.5	234
			Amount (Rate * Hours * Staff)	\$5,662.80	\$5,662.80	\$5,662.80	\$5,662.80	\$22,651.20
Clinical Supervision: 2 hours of group and 1 hour of individual weekly supervision and documentation review	1	\$62.30	Number of Clients	N/A	N/A	N/A	N/A	
			Number of Hours	40	40	40	40	160
			Amount (Rate * Hours * Staff)	\$2,492.00	\$2,492.00	\$2,492.00	\$2,492.00	\$9,968.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>A. Direct Personnel Costs Total</b>				<b>\$8,638.80</b>	<b>\$8,638.80</b>	<b>\$8,638.80</b>	<b>\$8,638.80</b>	<b>\$34,555.20</b>

<b>B. Direct Operating Costs</b>						
Item	Indicator	Quarter 1 (7/1/25 - 9/30/25)	Quarter 2 (10/1/25 - 12/31/25)	Quarter 3 (1/1/26 - 3/31/26)	Quarter 4 (4/1/26 - 6/30/26)	FY 2025-26 Total
Program and Office Supplies	Amount	\$250.00				\$250.00
Electronic Health Care Records database (\$900 * .51 FTE)	Amount	\$460.00				\$460.00
Licenses	Amount	\$450.00				\$450.00
Mileage	Amount	\$75.00	\$75.00	\$75.00	\$75.00	\$300.00
<b>B. Direct Operating Costs Total</b>		<b>\$1,235.00</b>	<b>\$75.00</b>	<b>\$75.00</b>	<b>\$75.00</b>	<b>\$1,460.00</b>

	Quarter 1 (7/1/25 - 9/30/25)	Quarter 2 (10/1/25 - 12/31/25)	Quarter 3 (1/1/26 - 3/31/26)	Quarter 4 (4/1/26 - 6/30/26)	FY 2025-26 Total
<b>A. Direct Personnel Costs Total</b>	\$8,638.80	\$8,638.80	\$8,638.80	\$8,638.80	\$34,555.20
<b>B. Direct Operating Costs Total</b>	\$1,235.00	\$75.00	\$75.00	\$75.00	\$1,460.00
<b>Total Direct Program Costs (A + B)</b>	\$9,873.80	\$8,713.80	\$8,713.80	\$8,713.80	\$36,015.20
<b>C. Indirect Costs (10%)</b>	\$987.38	\$871.38	\$871.38	\$871.38	\$3,601.52
<b>TOTAL FY 2025-26 BUDGET</b>	<b>\$10,861.18</b>	<b>\$9,585.18</b>	<b>\$9,585.18</b>	<b>\$9,585.18</b>	<b>\$39,616.72</b>

	FY 2023-24 Total	FY 2024-25 Total	FY 2025-26 Total	Project Total
<b>A. Direct Personnel Costs Total</b>	\$34,555.20	\$34,555.20	\$34,555.20	\$103,665.60
<b>B. Direct Operating Costs Total</b>	\$1,460.00	\$1,460.00	\$1,460.00	\$4,380.00
<b>Total Direct Program Costs (A + B)</b>	\$36,015.20	\$36,015.20	\$36,015.20	\$108,045.60
<b>C. Indirect Costs Total</b>	\$3,601.52	\$3,601.52	\$3,601.52	\$10,804.56
<b>TOTAL PROGRAM BUDGET</b>	<b>\$39,616.72</b>	<b>\$39,616.72</b>	<b>\$39,616.72</b>	<b>\$118,850.16</b>

## TAB 6: Data Collection/Program Evaluation

Evaluation of the SSA-MS, VIA and SVP will measure both 1) service outputs detailed in the Work Plan and 2) the short-term outcome of increased youth developmental assets before and after services. We will submit quarterly reports from our electronic health care records system (ECM), which safeguards all client charts and generates reports on demographics, units of services by service modality, and total numbers of youth and families served.

SMCPD's Local Action Plan delineates several areas of outcomes that are important to track and measure changes in functioning. CANS has been identified as the assessment measure to be used system wide. This works well because all areas identified in the LAP correlate with "domains" categorized in the CANS: client strengths (Developmental Assets), Family Functioning, School Functioning and Attendance (Greater connection to and Engagement with School and School Outcomes), Risk Factors and Delinquency (Gang Involvement), and Substance Use and Abuse (Use of Alcohol and Other Drugs). The pivotal marker of success for each program funded in this grant cycle will be to employ 100% compliance with mindful completion of the CANS and other assessments such as OYAS and the data will speak for itself in reporting back and informing agencies and their funders of client changes in functioning. We employed engineers to build the CANS into our electronic mental health database so that our information is secure, HIPAA compliant, and reliable with little to no chance for loss of data. Our output goal is to be 100% compliant with assessment completion for both CANS and OYAS assessments for clients seen more than four times.

Because we are predominantly an early intervention and prevention program, we have few incidents of youth receiving services that are currently juvenile probation involved. Should that occur, we will have a system in place to properly report out within 180 days of program entry on the six evaluation measures mandated by the state for JJCPA fund grantees: arrests, detentions, probation completion, probation violations, completion of court-ordered restitution, or completed court-ordered community service. If participants are mental health clients, we will ensure that parent or guardian signs a release of information for us to communicate with the youth's probation officer. If not, we can obtain that permission more informally from the youth themselves.

The missing link in the abovementioned information gathering process is clearly that the emphasis is on the point of view of the clinician conducting the CANS. At the Youth Services Bureau we come from the mindset that clients themselves are the best source of information upon which programmatic changes should occur and for that reason we include in our evaluation design an additional component of surveying our youth with the sole purpose of gathering their important feedback about services provided, whether or not they felt services were beneficial, whether or not services were provided in culturally sensitive ways, and whether they felt services and goals were planned and defined from their own input.

Currently, in addition to client satisfaction data gathered at the end of treatment, we also use a treatment outcome measurement tool called Partners for Change Outcome Management System (PCOMS). In peer-reviewed published studies conducted across a range of settings, including public behavioral health, this tool has demonstrated improvement in the quality and efficiency of services. It has been shown to be both consumer-friendly and highly feasible for clinicians to use regularly in sessions. It is designed to reinforce a continuous feedback model between provider and client that facilitates open communication and reinforces the notion that clients evaluate their progress in

treatment rather than solely the clinician. The questions are self-rated on a non-numerical Likert-like scale (an example is shown below):

Individually  
(Personal well-being)

|-----|

Staff are trained in understanding the clinical implications of using PCOMS tool as well as how to effectively implement the tool with clients. The frequency of usage with each client will be determined by the client and clinician and will be specific to each client’s treatment plan. Frequency may shift accordingly but will be at least once a month and as frequent as every session.

**Method(s) by which agency tracks Units of Service (Program Level Data):** As a mental health agency in primary function, we have invested significant resources into building and maintaining an in-house HIPAA compliant electronic health record database (ECM) that allows our clinicians and case managers to login into the database remotely from community-based service sites. All our clinical supervisors and BHRS system of care clinicians are trained and certified in administering CANS assessments and working within both ECM and AVATAR (BHRS) databases. For more than seven years we have employed IT engineers to build customized reports into ECM in order to collect service and demographic data reports that efficiently provide consistent and accurate data to our funders. We regularly administer BHRS consumer satisfaction surveys and have in-house risk management and legal departments that ensure compliance with all federal, county, and local mandates. We are in full compliance with HIPAA standards and use those standards of protected information in non-clinical work to ensure best practices across all programing.

Our agency currently purchases software licenses each year for every clinician to use ECM, a database built upon a Salesforce platform that specializes in creating Electronic Mental Health records. It is HIPAA compliant, and we have built the capacity to enter all our service documentation into ECM. Furthermore, we have created service reports that collate service delivery data within a few quick “clicks” of the mouse. We require 100% compliance from each of our clinicians in entering real-time direct services and uphold this standard strictly, as data reporting is the foundation of all operational functioning and tracking.

Each HIPAA-compliant EMR (electronic medical record) holds the assessment data for access anywhere by the clinician or their clinical supervisor for review and reference.

All CANS and other data are entered manually by our associate clinical director Alethea Garcia into the Applied Research Databank so that the data can be analyzed and interpreted to ensure best practices and planning. Our long-term goal is to build the capacity to analyze assessment data within our ECM database, but we will need to find and earmark resources for hiring an IT engineer to write the code for those reports.

We require 100% compliance with documentation standards and protocols from each of our clinicians as data collection is paramount to the ethical standard of our profession as well as pivotal for tracking, reporting, evaluation, and funding.

## TAB 7: References

**Please feel free to contact any of the references listed below:**

**Ryan Sebers**, Director of Student Services & Public Information Officer  
South San Francisco Unified School District  
650-877-8744  
[rsebers@ssfusd.edu](mailto:rsebers@ssfusd.edu)

**Mary McGrath**, Executive Director, Safe and Supportive Schools  
San Mateo County Office of Education  
(650) 802-5425  
[mmcgrath@smcoe.org](mailto:mmcgrath@smcoe.org)

**Mason Henricks**, Coordinator, School Safety and Risk Prevention  
San Mateo County Office of Education  
(650) 802-5434  
[mhenricks@smcoe.org](mailto:mhenricks@smcoe.org)

**Note about Client /Patient references:**

Two families are happy to provide references, but to protect privacy, their names will not be published in a public document. Please contact Margaret Hitchcock at [mhitchcock@ymcasf.org](mailto:mhitchcock@ymcasf.org) or 415-424-2543 and we will release names and contact information through secure channels.



## TAB 8: Statement of Compliance with County Contractual Requirements:

We are able to comply with each of the terms of San Mateo County's standard contract, including but not limited to the following:

- Hold Harmless provision
- Liability Insurance requirements
- Non-discrimination policy
- Equal Employment Opportunity requirements
- Equal Benefits Ordinance
- Living Wage Ordinance
- Jury Service Ordinance
- All other provisions of the County's standard template contract

We agree to have any disputes regarding any contract venued in San Mateo County or the Northern District of California.

We have No objections to the terms in the County's standard contract template.



**San Mateo County**  
Tabulation Report RFP #PROB 2022-003 - Youth and  
Family Programs  
Vendor: Lax the Monk

**General Comments:** I am also applying for RFP #PROB 2022\_004 - Youth Activities and Mental Health Services to provide same services at YSC-JH and Camp Kemp. This proposal will provide similar services in school settings to promote resiliency, pro-social behavior and emotional wellbeing and a s a preventative program decreasing youth involvement in the juvenile justice system.

**General Attachments:** Hip Hop Beyond the Classroom.pdf  
Hip Hop, empowerment, and therapeutic beat- making potential solutions for summer learning loss, depression, and anxiety in youth.pdf  
KLaxamana\_Exhibit C\_RFP\_NoPROB\_2022-003.xlsx  
RFP\_Prob2022-003\_\_KLaxamana\_Submission.pdf  
TFS - Bringing Hip Hop to Youth Across the Globe.pdf  
TRAVIS GANN CROOKE TBM AND LYRICS FOR EMPOWT PUBLISHED online first 2020.pdf  
Using the Power of Hip Hop to Inspire Youth NP.pdf  
We Are Today's Future Sound.pdf

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**Introduction & Executive Summary**

# Ken Davidson Laxamana

Teaching Artist ~ Therapeutic Beat Making  
Oakland, CA 94612  
341-688-3439

January 5, 2023


Darlene Hansen  
Management Analyst  
County of San Mateo Probation Department  
222 Paul Scannell Drive  
San Mateo, CA 94402

Ms. Hansen:

Enclosed please find a proposal in response to RFP No. PROB 2022-003, Youth and Family Programs. I have proposed to offer Therapeutic Beat Making (TBM) services with youth at schools in San Mateo School Districts, as an independent contractor, in collaboration with my teaching partner, Elliot Gann, Psy.D.. These services meet the department's request for the following types of culturally responsive and trauma-informed programs: vocational, and gang prevention.

I am an experienced and lead teaching artist in the TBM model, and through my consulting services, taught hundreds of students beat making, and finger drumming. I found my passion for this art form as a young teenager, and know the impact this type of program would have had on me then. So I take my skills and experience, and teach youth at schools in the Oakland Unified School District and at the Alameda County Juvenile Hall (ACJH) so young people can have access to training and equipment I could have only dreamed about. I have seen this model make notable impact on youth in many settings, community centers, schools, alternative high schools, and in juvenile halls. and look forward to working with youth in San Mateo.

Sincerely,



Ken Laxamana

**Tab 1: Qualifications & Experience**

Ken Davidson Laxamana (Lax the Monk)

I am a beat maker, finger drummer, and music producer with nearly three years of experience teaching youth in the Therapeutic Beat Making (TBM) model. I have worked with Dr. Gann and Today's Future Sound since 2012. I am currently contracted to provide TBM workshops at Alameda County Juvenile Hall and at Aspire Triumph Academy in Oakland, CA. Prior to working with Today's Future Sound I served in the US Army as an infantryman and still serve as a US Army Reservist. I also study Jiu Jitsu and earned a silver medal in the Jiu Jitsu World League.

Services will be provided to schools in San Mateo county in collaboration and partnership with Dr Elliot Gann. Dr. Gann and I have been teaching together for several years and we work together well to serve more students and share equipment. We are in contact with district and school staff within local San Mateo School districts. They have expressed strong interest in the program and we would work with them to identify 3-4 school sites that would most benefit from our TBM workshops and will offer 3, 10-week sessions to students either during the school day, or after-school. I would work with up to 4 groups of youth at a time for a total of 4 hours per week, Dr Gann would work with 3 groups for 3 hours per week. We work with small groups of students to keep the teacher/student ratios low, support the development of a mentoring and collaborative relationships, and provide in-depth, hands-on experience with the equipment we bring. We can share one classroom space, or work separately at the same school, or at separate schools, depending on need and capacity of the schools. We each bring a variety of music production equipment to offer students a range of experience over the course of the 10 week sessions which culminate in a student performance where families are invited to watch a live performance of student skills and listen to selections from the class album. We can also advise the schools on purchases that will support the development of a music production studio and offer trainings to staff and teachers on how to implement and continue the TBM model at their sites.

### Exhibit A: Proposer's Statements

**1. List contracts completed in last three years for services with youth in detention and/or re-entry services.**

Year	Contracting Agency	Type of Service	Location	Amount
2022-23	State of California, California Arts Council	Therapeutic Beat Making Workshops	Alameda County Juvenile Hall	\$47,500
2021-22	State of California, California Arts Council	Therapeutic Beat Making Workshops	Alameda County Juvenile Hall	\$50,000

**2. List contracts, or other commitments (e.g. consulting arrangements), currently in force.**

Year	Contracting Agency	Type of Service	Location	Amount
2022-23	Today's Future Sound	Therapeutic Beat Making Workshops	Oakland Unified School District	3-5 hours/ week
2023	US Army	Reserve Service	Concord, CA	1 weekend/month 2 weeks/summer

**3. Provide details of any failure or refusal to complete a contract.**

NA

4. Provide professional qualification for each individual that would be assigned to provide services requested in this RFP.

Personnel Name	FTE/Salary	Applicable Degrees (Degree-Year-Institution)	Professional Licenses - Certifications for EBP	Child & Adolescent Needs and Strengths (CANS) Assessment Tool Certification
Ken Davidson Laxamana	\$100/hr	BA, Music Production Academy of Art, San Francisco	D Mind Trained Pro Tools Certified User and Operator TBM Model, Lead Instructor	Check one: <input checked="" type="checkbox"/> Not trained <input type="checkbox"/> Trained <input type="checkbox"/> Super Trained Certification Date: _____
				Check one: <input type="checkbox"/> Not trained <input type="checkbox"/> Trained <input type="checkbox"/> Super Trained Certification Date: _____
				Check one: <input type="checkbox"/> Not trained <input type="checkbox"/> Trained <input type="checkbox"/> Super Trained Certification Date: _____
				Check one: <input type="checkbox"/> Not trained <input type="checkbox"/> Trained <input type="checkbox"/> Super Trained Certification Date: _____
				Check one: <input type="checkbox"/> Not trained <input type="checkbox"/> Trained <input type="checkbox"/> Super Trained Certification Date: _____

**Tab 2: Project Philosophy and Service Model**

In the Therapeutic Beat Making (TBM) model, students work one-on-one and in small groups with music industry professionals to compose their own music, make beats using digital software, learn the fundamentals of audio engineering, and produce an original album. Anchored by art, students forge connections with mentors/peers, developing positive self-images that onramp them into successful adulthood utilizing culturally relevant, trauma-informed arts education.

I propose to offer 4 hours of TBM classes per week, for 10 weeks, 3 times per school year. Students ideally participate in all nine weeks of a session, and play or perform their track at the 10<sup>th</sup> Family Performance session. Sessions may be repeated by students as many times as they wish. Every student in every class receives considerable one-on-one instruction time. So whether students are with me for the first time or repeating the class, I tailor their instruction to their abilities and interest, helping them to build skills, build confidence, and make more or more complex tracks as they learn. Lessons are paced according to the interest and abilities of the group. Some groups will spend more time in Lessons 1-9, some will move quickly, and I will cover all 15 lessons in 9 weeks. Students who repeat the course will spend less time practicing the introductory skills and will receive individual coaching on more complex techniques. Each session will focus on building beat making and music production skills which increase technological and musical aptitude and may foster career development opportunities. TBM provides also provides participants with Science Technology Engineering Arts & Math (STEAM) related outcomes. Youth participants develop algebraic reasoning and pattern-based thinking and problem solving, increase computer/technology and media literacy, and gain knowledge of career pathways in the music industry above and beyond being a music artist, such as sound design, live and studio (audio) engineering, and event production.

The TBM model teaches workshop leaders to create a container of safety, respect, and inclusion through a process of collaborative creation of community agreements and norms at the beginning of groups, starting with student input. Grounded in the healing power of Hip Hop, teaching the TBM model is to uphold and honor the values of Peace, Love, Unity and Having Fun, as established by the Universal Zulu Nation (a foundational cornerstone Hip Hop cultural organization). Recognizing that therapeutic alliance (relationship) is the number one predictor of positive outcomes across all modalities and interventions, I prioritize fostering a nurturing and creative learning environment where youth feel safe to express themselves authentically and to be seen and heard in fullness as their unique individual selves. Healthy relationships, bonding and communication contribute to lowering rates of youth violence, promoting an investment in self and others, and contributing to community cohesion. Additionally, the use of rhythmic regulation to calm the youths' stress responses (whether listening to or making beats) is a central feature of the models.

In addition to teaching and developing artistic skills, the programs are designed to have a significant therapeutic impact, and provide avenues for youth to effectively and intentionally express their truths in a healthy and socially adaptive manner. As a result, youth who come through these programs have reported increased self-efficacy and self-esteem, increased emotional awareness and emotional regulation skills, increased frustration tolerance, and lowered feelings of anxiety and depression. Incorporated into the TBM curriculum is information about the sociopolitical roots and history of Hip Hop, which is not taught in American or World History curriculum in schools or the juvenile hall. This provides an important and empowering cultural framework around the development of artistic skills.



## Curriculum Overview

All Lessons start with a review of the Community Agreements & Ground Rules

- Respect for others and the equipment
- Constructive feedback
- Safety & Inclusion

### TBM Standard Curriculum: Full Course

Lesson 1 & 2: Introduction to Beat Making

- Drums & Melody
- Use of the Beat Machine
- Basic music terms
- Tempo
- Scales

Lesson 3: Chords and Chord Progression

Lesson 4 -6: Sampling (may be covered in up to 3 separate sessions)

- Rhythm fundamentals
- Hip hop history and cultural geography
- Introduction to media literacy and ethics of sampling and sharing
- Small group beat making practice
- Analog vs digital sound

Lesson 7: Song Structure

- Hip hop vs Pop
- Practice following a chosen song structure

Lesson 8: Found Sound

- Making music from found items

Lesson 9: Beat Styles

- Exploration of style, genre and sub-genres

Lesson 10: Quantization and Swing

- Video and audio examples
- Experimentation with beat “recipes”

Lesson 11 & 12: Filters and Effects

Lesson 13: Mixing

Lesson 14: Side Chain Compression and Limiting

Lesson 15: Album Art and Performance

- Packaging and sharing a class album or individual tracks

## Space and Equipment Needs

Included in the Year 1 budget is an equipment list needed to provide TBM programming at a school site. This class kit can be transported from school to school. Additional funds are requested in Year 2 and Year 3 to replace any equipment that may become damaged or worn out over the course of the year of programming. Equipment listed is high-quality and professional grade, but in a classroom setting, can sustain more wear-and-tear compared to studio-only use. I will supplement this equipment with items from my own studio in order to broaden student exposure to a variety of tools and techniques used in modern music production and to give more students more hands-on time to practice and compose. Sessions are typically held in a classroom and access to a table or some desks and a power outlet are all I need to hold a workshop. The Family Performance can be held in the same classroom, or in a larger space if available at the site and, generally, with the AV equipment already available at the school. Rarely, additional equipment must be rented to hold a larger performance.

## Other Project Requirements

Meeting Attendance: I welcome the opportunity to attend the Juvenile Justice Coordinating Council meetings, whether in person or on line. I hope to build a productive working relationship with the San Mateo County Probation Department to support the needs of youth and families.

Collaboration with CBOs: I also welcome the opportunity to collaborate with other CBOs or others providing youth and family services. I have worked with organizations that focus on creative writing to incorporate rap and lyric-writing into the TBM model, and involved visual arts programming to support the album cover art creation. The TBM model can also be taught to adults and youth as young as 4 or 5, so I have also offered intergenerational workshops, family workshops, and adult workshops in addition to the professional development training I offer to mental health professionals, music teachers and others who want to be come certified and experienced in using the TBM model to hold their own workshops.

Alternative Service Delivery Method: the TBM model is best offered in person, over time, with the same instructor, however, the pandemic gave me the opportunity to adapt the curriculum to an on-line format which I used to deliver workshops to students using on-line tools and apps that simulate the equipment I bring to class. I can also teach "Beats in an Hour" where in one hour I cover the fundamentals of beat making including drum programming, sampling, melody and harmony, song composition and arrangement so that students leave with a finished track. This format is ideal for one time workshops or short run workshops. I also often use this model to demonstrate at an all-school assembly, or as an introductory class for a site that is considering a long-term contract. If or when the need arises during this contract period, I am prepared to offer either on-line lessons or one-time lessons, in place of the 10-week series that is optimal.

Fingerprinting/Background Checks: I understand that I may be subject to fingerprinting and/or background check requirements in order to work in a school setting. I have completed this requirement many time for many agencies.

Project Manager: I am applying for this contract as an independent contractor and therefore will serve as Project Manager for these services and for all contract related matters.

## Exhibit B – Clients and Services

Please complete the following questions about your proposed services and clients.

1. Please tell us about your program, identifying the following:
  - a. The specific types of services you will provide. Be sure to indicate any use of curriculums/interventions you will implement that are evidence-based.
  - b. Where will these services be provided? Indicate geographical location as well as site.
  - c. What is the expected timing of these services? (i.e., when will they begin and end, how frequently will they be provided, year-round vs. school year etc.)

The Therapeutic Beat Making Model (TBM) is endorsed by the world's leading trauma experts such as Bessel van der Kolk and Bruce D. Perry. The pedagogy allows disenfranchised students who often feel out of control of their own lives to reclaim some of their agency back and build the confidence to seek opportunities; youth can apply their skills of creativity and ingenuity into an art form that serves as both expressive outlet and career builder. The model has been shown to reduce stress in youth who participate, including those who are system-involved, and to increase in classroom engagement. Students in TBM workshops learn to write their own music make beats using digital software, learn the fundamentals of audio engineering, and produce their own original creative work. The curriculum also provides a context for discussing world geography, digital literacy, community service, multimedia job pathways, cultural diplomacy, cross-cultural collaboration, and entrepreneurship.

TBM Workshops will be offered for 4 hours per week, for 10 weeks, 3 times during the school year, for the next three years, beginning in August or September 2023. The 4 hours per week will be divided between the schools within the Jefferson Elementary School District as arranged with the Superintendents Office and the school sites. Each session will culminate by completing a performance for family and friends, a class album compilation, including cover art designed by the students, and each participant is expected to contribute at least one track to the album. The album will be made available on-line, indefinitely, so that students can access their tracks in the future and share them with friends and family.

2. Please tell us about your target client population, including client characteristics and numbers you plan to serve.

The Therapeutic Beat Making (TBM) model is interdisciplinary, culturally-sustaining, trauma informed and trauma responsive and is ideally suited for youth and adolescents in need of a small group, strengths-based intervention that is healing, that builds self-confidence and self-advocacy, builds and inspires creativity, and helps individuals create positive change in their lives. TBM Workshops are most effective when implemented for 1 to 1.5 hours at a time on a weekly or biweekly basis, for 9 weeks. For this proposal, TBM Workshops and sessions will be scheduled in coordination with the school site needs 3 times per school year.

Students will be served in small groups, ideally, 5-10 per lesson. Students may repeat the sessions, but our goal will be to serve as many youth who are able to and wish to attend. I am also bidding to offering these sessions at the Youth Services Center - Juvenile Hall (YSC-JH) and Camp Kemp, in partnership with another bidder, Elliot Gann, Psy.D., and will coordinate our sessions at school sites with our sessions at the Camp and Hall to minimize travel time and mileage costs.

3. Please complete the following for each direct service provided:

Direct Service Type	Number of Staff Providing Services	Number of Projected Hours	Number of Projected Clients
Therapeutic Beat Making Workshops	1/self	120 hrs/year direct service/yr 60 hrs/year offsite prep/yr	60-120

**Tab 3: Protocols for Addressing Concerns**

As part of the program evaluation I debrief regularly, at least weekly, with site staff and with any teaching partners at the site. If routine problems arise they are generally resolved in the regular debriefing sessions with site staff. I also attend weekly staff meetings for those teaching at other school and juvenile hall sites where we can discuss any challenges faced and seek solutions and support from TBM Trainer Dr. Elliot Gann.

**Tab 4: Claims, Licensure, Non-Discrimination, and HIPAA Violations**

There are no current licensure, HIPAA, non-discrimination claims against me or Today's Future Sound.

There have been no such claims against me or Today's Future Sound in the past 5 years.

**Tab 5: Cost Analysis and Budget for Primary Services**

Direct Service Time

Direct service time for teaching the TBM model is charged at \$100/hour for the first year. I estimate providing 120 direct service hours per year. A 5% increase per year is incorporated into the budget for Year 2 and 3 of this proposal.

Preparation Time

For every hour of direct service time, I spend half an hour off-site, preparing for the next group, reviewing students' progress, debriefing and planning with my teaching partner. My preparation time is billed at \$125/hour. I estimate 45 hours of preparation hours per year.

Milage

I live in Oakland CA, but travel often for gigs and for my reserve duties. To cover milage expenses for travel beyond routine commuting I request \$1800 per year of the contract.

Equipment List – Class set (Year 1)

MPC Live II with extra sounds	\$1,500
iloud	\$350
Headphones	\$250
Mic	\$150
Interface	\$200
Mic stand	\$75
Mic cord	\$25
Bag	\$200
SSD	\$400
Total	\$3,150

In Year 2 and Year 3, \$1500 is budgeted to replace or repair any equipment damaged or lost during program sessions.

Graphic Design

Each school year, I will complete three sessions of TBM workshops with up to 4 groups of student each session, and students will create class compilation albums. Each session of students will collaborate to design an album cover, that will be polished and completed by a graphic designer. Each design costs \$150 in Year 1. A 10% increase per year is incorporated into the budget for Year 2 and 3 of this proposal.

Student Recognition

Each session students design an image for their class compilation album. Depending on student interest, we can make stickers, t-shirts, or posters with that image to give to students in recognition for their participation in the workshops and completion of a track contributed to the album. I have included \$525 for Year 1 of the contract to purchase student recognition items and accounted for anticipated cost increases in Year 2 & 3.

Name of Program: **Therapeutic Beat Making**

**FISCAL YEAR 2023-24 (July 1, 2023 - June 30, 2024)**

			Budget Projections					
A. Direct Personnel Costs								
Services (by Type)	# of Staff	Rate (\$/hr/staff)	Indicator	Quarter 1 (7/1/23 - 9/30/23)	Quarter 2 (10/1/23 - 12/31/23)	Quarter 3 (1/1/24 - 3/31/24)	Quarter 4 (4/1/24 - 6/30/24)	FY 2023-24 Total
Therapeutic Beat Making Workshops	1	\$100.00	Number of Clients	40	40	40	40	
			Number of Hours	30	30	30	30	120
			Amount (Rate * Hours * Staff)	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$12,000.00
Prep Time, Meetings, Data Reporting	1	\$50.00	Number of Clients	40	40	40	40	
			Number of Hours	15	15	15	15	60
			Amount (Rate * Hours * Staff)	\$750.00	\$750.00	\$750.00	\$750.00	\$3,000.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>A. Direct Personnel Costs Total</b>				<b>\$3,750.00</b>	<b>\$3,750.00</b>	<b>\$3,750.00</b>	<b>\$3,750.00</b>	<b>\$15,000.00</b>



<b>B. Direct Operating Costs</b>						
Item	Indicator	Quarter 1 <small>(7/1/23 - 9/30/23)</small>	Quarter 2 <small>(10/1/23 - 12/31/23)</small>	Quarter 3 <small>(1/1/24 - 3/31/24)</small>	Quarter 4 <small>(4/1/24 - 6/30/24)</small>	FY 2023-24 Total
Music production Equipment	Amount	\$3,150.00				\$3,150.00
Graphic Design	Amount		\$600.00	\$600.00	\$600.00	\$1,800.00
Student Recognition	Amount		\$175.00	\$175.00	\$175.00	\$525.00
Milage	Amount	\$450.00	\$450.00	\$450.00	\$450.00	\$1,800.00
<b>B. Direct Operating Costs Total</b>		<b>\$3,600.00</b>	<b>\$1,225.00</b>	<b>\$1,225.00</b>	<b>\$1,225.00</b>	<b>\$7,275.00</b>

	Quarter 1 <small>(7/1/23 - 9/30/23)</small>	Quarter 2 <small>(10/1/23 - 12/31/23)</small>	Quarter 3 <small>(1/1/24 - 3/31/24)</small>	Quarter 4 <small>(4/1/24 - 6/30/24)</small>	FY 2023-24 Total
<b>A. Direct Personnel Costs Total</b>	\$3,750.00	\$3,750.00	\$3,750.00	\$3,750.00	\$15,000.00
<b>B. Direct Operating Costs Total</b>	\$3,600.00	\$1,225.00	\$1,225.00	\$1,225.00	\$7,275.00
<b>Total Direct Program Costs (A + B)</b>	\$7,350.00	\$4,975.00	\$4,975.00	\$4,975.00	\$22,275.00
<b>C. Indirect Costs (10%)</b>	\$735.00	\$497.50	\$497.50	\$497.50	\$2,227.50
<b>TOTAL FY 2023-24 BUDGET</b>	<b>\$8,085.00</b>	<b>\$5,472.50</b>	<b>\$5,472.50</b>	<b>\$5,472.50</b>	<b>\$24,502.50</b>

Name of Program:

**FISCAL YEAR 2024-25 (July 1, 2024 - June 30, 2025)**

			Budget Projections					
<b>A. Direct Personnel Costs</b>								
Services (by Type)	# of Staff	Rate (\$/hr/staff)	Indicator	Quarter 1 (7/1/24 - 9/30/24)	Quarter 2 (10/1/24 - 12/31/24)	Quarter 3 (1/1/25 - 3/31/25)	Quarter 4 (4/1/25 - 6/30/25)	FY 2024-25 Total
Therapeutic Beat Making Workshops	\$1	105	Number of Clients	40	40	40	40	
			Number of Hours	30	30	30	30	120
			Amount (Rate * Hours * Staff)	\$3,150.00	\$3,150.00	\$3,150.00	\$3,150.00	\$12,600.00
Prep Time, Meetings, Data Reporting	\$1	50	Number of Clients	40	40	40	40	
			Number of Hours	15	15	15	15	60
			Amount (Rate * Hours * Staff)	\$750.00	\$750.00	\$750.00	\$750.00	\$3,000.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>A. Direct Personnel Costs Total</b>				<b>\$3,900.00</b>	<b>\$3,900.00</b>	<b>\$3,900.00</b>	<b>\$3,900.00</b>	<b>\$15,600.00</b>

<b>B. Direct Operating Costs</b>						
Item	Indicator	Quarter 1 <small>(7/1/24 - 9/30/24)</small>	Quarter 2 <small>(10/1/24 - 12/31/24)</small>	Quarter 3 <small>(1/1/25 - 3/31/25)</small>	Quarter 4 <small>(4/1/25 - 6/30/25)</small>	FY 2024-25 Total
Music production Equipment	Amount	\$1,500.00				\$1,500.00
Graphic Design	Amount		\$660.00	\$660.00	\$660.00	\$1,980.00
Student Recognition	Amount		\$215.00	\$215.00	\$215.00	\$645.00
Milage	Amount	\$450.00	\$450.00	\$450.00	\$450.00	\$1,800.00
<b>B. Direct Operating Costs Total</b>		<b>\$1,950.00</b>	<b>\$1,325.00</b>	<b>\$1,325.00</b>	<b>\$1,325.00</b>	<b>\$5,925.00</b>

	Quarter 1 <small>(7/1/24 - 9/30/24)</small>	Quarter 2 <small>(10/1/24 - 12/31/24)</small>	Quarter 3 <small>(1/1/25 - 3/31/25)</small>	Quarter 4 <small>(4/1/25 - 6/30/25)</small>	FY 2024-25 Total
<b>A. Direct Personnel Costs Total</b>	\$3,900.00	\$3,900.00	\$3,900.00	\$3,900.00	\$15,600.00
<b>B. Direct Operating Costs Total</b>	\$1,950.00	\$1,325.00	\$1,325.00	\$1,325.00	\$5,925.00
<b>Total Direct Program Costs (A + B)</b>	\$5,850.00	\$5,225.00	\$5,225.00	\$5,225.00	\$21,525.00
<b>C. Indirect Costs (10%)</b>	\$585.00	\$522.50	\$522.50	\$522.50	\$2,152.50
<b>TOTAL FY 2024-25 BUDGET</b>	<b>\$6,435.00</b>	<b>\$5,747.50</b>	<b>\$5,747.50</b>	<b>\$5,747.50</b>	<b>\$23,677.50</b>

Name of Program: **Therapeutic Beat Making**

**FISCAL YEAR 2025-26 (July 1, 2025 - June 30, 2026)**

A. Direct Personnel Costs			Budget Projections					
Services (by Type)	# of Staff	Rate (\$/hr/staff)	Indicator	Quarter 1 (7/1/25 - 9/30/25)	Quarter 2 (10/1/25 - 12/31/25)	Quarter 3 (1/1/26 - 3/31/26)	Quarter 4 (4/1/26 - 6/30/26)	FY 2025-26 Total
Therapeutic Beat Making Workshops	\$1	110	Number of Clients	40	40	40	40	
			Number of Hours	30	30	30	30	120
			Amount (Rate * Hours * Staff)	\$3,300.00	\$3,300.00	\$3,300.00	\$3,300.00	\$13,200.00
Prep Time, Meetings, Data Reporting	\$1	50	Number of Clients	40	40	40	40	
			Number of Hours	15	15	15	15	60
			Amount (Rate * Hours * Staff)	\$750.00	\$750.00	\$750.00	\$750.00	\$3,000.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>A. Direct Personnel Costs Total</b>				<b>\$4,050.00</b>	<b>\$4,050.00</b>	<b>\$4,050.00</b>	<b>\$4,050.00</b>	<b>\$16,200.00</b>

<b>B. Direct Operating Costs</b>						
Item	Indicator	Quarter 1 (7/1/25 - 9/30/25)	Quarter 2 (10/1/25 - 12/31/25)	Quarter 3 (1/1/26 - 3/31/26)	Quarter 4 (4/1/26 - 6/30/26)	FY 2025-26 Total
Music production Equipment	Amount	\$1,500.00				\$1,500.00
Graphic Design	Amount		\$726.00	\$726.00	\$726.00	\$2,178.00
Student Recognition	Amount		\$240.00	\$240.00	\$240.00	\$720.00
Milage	Amount	\$450.00	\$450.00	\$450.00	\$450.00	\$1,800.00
<b>B. Direct Operating Costs Total</b>		<b>\$1,950.00</b>	<b>\$1,416.00</b>	<b>\$1,416.00</b>	<b>\$1,416.00</b>	<b>\$6,198.00</b>

	Quarter 1 (7/1/25 - 9/30/25)	Quarter 2 (10/1/25 - 12/31/25)	Quarter 3 (1/1/26 - 3/31/26)	Quarter 4 (4/1/26 - 6/30/26)	FY 2025-26 Total
<b>A. Direct Personnel Costs Total</b>	\$4,050.00	\$4,050.00	\$4,050.00	\$4,050.00	\$16,200.00
<b>B. Direct Operating Costs Total</b>	\$1,950.00	\$1,416.00	\$1,416.00	\$1,416.00	\$6,198.00
<b>Total Direct Program Costs (A + B)</b>	\$6,000.00	\$5,466.00	\$5,466.00	\$5,466.00	\$22,398.00
<b>C. Indirect Costs (10%)</b>	\$600.00	\$546.60	\$546.60	\$546.60	\$2,239.80
<b>TOTAL FY 2025-26 BUDGET</b>	<b>\$6,600.00</b>	<b>\$6,012.60</b>	<b>\$6,012.60</b>	<b>\$6,012.60</b>	<b>\$24,637.80</b>

	FY 2023-24 Total	FY 2024-25 Total	FY 2025-26 Total	Project Total
<b>A. Direct Personnel Costs Total</b>	\$15,000.00	\$15,600.00	\$16,200.00	\$46,800.00
<b>B. Direct Operating Costs Total</b>	\$7,275.00	\$5,925.00	\$6,198.00	\$19,398.00
<b>Total Direct Program Costs (A + B)</b>	\$22,275.00	\$21,525.00	\$22,398.00	\$66,198.00
<b>C. Indirect Costs Total</b>	\$2,227.50	\$2,152.50	\$2,239.80	\$6,619.80
<b>TOTAL PROGRAM BUDGET</b>	<b>\$24,502.50</b>	<b>\$23,677.50</b>	<b>\$24,637.80</b>	<b>\$72,817.80</b>

**Tab 6: Data Collection/Program Evaluation**

I take attendance at each workshop, note class participation and engagement, and track student's progress toward completing at least one track. Many students will complete multiple tracks, but a program goal is to support every student to create and complete one full composition to contribute to the class album.

My teaching partner and I will keep class attendance and participation data in a shared, password-protected google sheet. We use a shared calendar to track class schedules, reporting requirements and deadlines, and to ensure timely submission of data.

I engage with program evaluation and continuous quality improvement activities on a week-by-week, session-by-session basis. I maintain close relationships with all partner organizations and other TBM instructors so feedback can happen in real-time to tailor our program to students' needs. I engage in regular debriefings with other teaching artists and site staff to gain insight about students, strategize and plan for upcoming groups, and identify any problems or concerns as early as possible. Students are asked to complete brief surveys assessing their experience in the program in regards to arts education, self-efficacy, and engagement which supports program improvement.

**Table 7: References**

From Projects of Similar Size & Scope:

James Rivers  
Superintendent ACJH  
Alameda County Probation Dept.  
PO Box 2059  
1111 Jackson Street  
Oakland, CA 94607-2059  
510-667-7819

John Fuentes, Program Manager  
Bay Area Community Resources  
510-504-0187  
11175 San Pablo Ave  
El Cerrito, CA 94530

Jason Peters, Program Coordinator  
Bay Area Community Resources  
510-502-6994  
11175 San Pablo Ave  
El Cerrito, CA 94530

**Tab 8: Statement of Compliance with County Contractual Requirements**

I agree to adhere and comply with San Mateo County's standard contract language including the following:

- Hold Harmless provision
- Liability Insurance requirements
- Non-discrimination policy
- Equal Employment Opportunity requirements
- Equal Benefits Ordinance
- Living Wage Ordinance
- Jury Service Ordinance
- All other provisions of the County's standard template contract.

I agree to have any disputes regarding the contract venued in San Mateo County or Northern District of California. I have no objections to any terms in the County's standard contract template.





**San Mateo County**  
Tabulation Report RFP #PROB 2022-003 - Youth and  
Family Programs  
Vendor: Centers for Equity and Success, Inc.

**General Comments:**

**General Attachments:** Centers for Equity and Success dba Success Centers JJPCA Budget Final.xlsx  
Centers for Equity and Success dba Success Centers JJPCA Final.pdf  
Centers for Equity and Success dba Success Centers JPCF Budget Final.xlsx  
Centers for Equity and Success dba Success Centers JPCF Final.pdf

**County of San Mateo**  
**Request for Proposals**  
**(RFP) for Youth and**  
**Family Programs**  
**Probation Department**  
**RFP No. PROB 2022-003**  
**JPCF**

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Darlene Hansen, Management Analyst  
Juvenile Services Division  
County of San Mateo Probation Department  
222 Paul Scannell Drive  
San Mateo, CA 94402

Dear Ms. Hansen,

On behalf of Centers for Equity and Success, Inc. dba Success Centers, it is my pleasure to submit this proposal to the County of San Mateo County Probation Department for RFP No. PROB 2022-03 for Youth and Family Programs under the JPCF funding stream for at-risk youth in community-based settings.

Since 2020, Success Centers has been providing contractual services through the County of San Mateo Probation Department as both detention-based as well in community-based settings. This proposal is intended to continue existing services and include additional services. Through this funding, Success Centers will continue to provide job readiness training, case management services, job placement services, mentorship, and support groups/workshops designed to help youth participants become workforce ready using a holistic approach in line with the most recent Local Action Plan (LAP). These services will continue to be offered to students at San Mateo County continuation schools as well as through direct referrals to our San Mateo location.

In signing this document, I hereby affirm that I am the person authorized to obligate Success Centers to perform the commitment contained in this proposal and that Success Centers is willing and able to perform the commitments contained in the proposal and have not violated the terms of this RFP.

I can be contacted at 415-688-7966 and at [ljackson-simpson@successcenters.org](mailto:ljackson-simpson@successcenters.org) if you have any questions or require any additional information.

Sincerely,

Liz Jackson Simpson  
Chief Executive Officer

## Tab 1: Qualifications and Experience

A) Success Centers' **mission** is to empower marginalized community members through education, employment and the arts. We focus on developing career pathways to lucrative job opportunities in high-demand industries. Success Centers is adept at removing barriers that prevent our clients from accessing the myriad opportunities in the Bay Area. We create an alternative pathway to success and access to economic justice. We foster resiliency, creativity, belief in self, and self-advocacy skills to increase equity and build safe, thriving communities. Success Centers has successfully placed thousands of community residents in workforce training, employment, and/or higher education throughout its history. Staff are accustomed to working with some of the Bay Area's most vulnerable citizens – including those who are currently or formerly detained or incarcerated, unemployed/underemployed, single parents, and/or living in poverty. The overwhelming majority of our clients are people of color (87%) from low-income communities (95%). Success Centers envisions a vibrant and just society that inspires individual transformation and understands the key role that education, workforce development and art play in creating meaningful and productive lives.

Success Centers has an extensive history of working with youth involved with the juvenile justice system including detention-based services and community-based services for those who have completed their sentence and/or those on probation. Formerly the Youth Guidance Center Improvement Committee, Success Centers was founded in 1983 by San Francisco Superior Court judges to ensure that youth in the San Francisco juvenile justice system developed marketable job skills. Since then, Success Centers has grown to include education and workforce development services for marginalized community members. In 2012 the agency merged with Youth for Service and was re-branded as Success Centers, a name chosen by our clients. In 2018, Success Centers undertook mergers with 3 agencies: Each One Reach One (the predecessor for the proposed services), The Imagine Bus Project and Project Reconnect, expanding our reach and deepening our impact. We changed our legal name to Centers for Equity and Success, Inc., continuing to do business as Success Centers. In addition, we assumed management of Asian Neighborhood Design, increasing our range of programming to include construction training and certifications.

Each year, Success Centers provides an array of services to 1,300 individuals including youth in detention centers in San Francisco, Alameda, and San Mateo Counties and at services centers strategically located throughout the Bay Area. In San Mateo County, services include education, arts, life skills building, linkage to services, and barrier removal, with access to GED/credit recovery, coding and construction bootcamps located online and at our San Francisco center and available with transportation. Our San Mateo services are based at 400 Concar Drive, San Mateo, CA 94402 and embedded in detention and at continuation schools.

Success Centers has recently been awarded funding from the San Francisco District Attorney's Office and the Juvenile Probation Department to implement Credible Messenger services for youth in detention and in the community. Planning is in progress and services will launch in early 2023.

Success Centers delivers services in San Francisco, Alameda and San Mateo counties. Specific programs include:

**Breaking Barriers** provides outreach and service connection at 14 public housing sites in San Francisco. The program does residential outreach to develop relationships and engage the residents in services onsite, at Success Centers, or with other community providers while supporting their retention in these services.

Success Centers manages **Career Centers** in the heart of the Western Addition, San Mateo and two sites in Oakland. The Centers specialize in serving low-income, marginalized job candidates from the

community to provide them with a comprehensive career assessment, job readiness training, job search support, job placement, access to job training programs, on-the-job training opportunities, subsidized employment, barrier removal, job coaching and more. Through the Career Centers youth and re-entry clients can be placed in transitional employment to gain job skills and experience in the fields of their choice.

The **Early Morning Study Academy (EMSA)**, delivered in partnership with John Muir Charter School, provides High School completion or GED preparation to students not on track to graduate from High School, transitional aged youth who have dropped out of school, and other adults enrolled in one of our job training programs. EMSA serves 100 people annually, many of whom are co-enrolled in other workforce services. All graduates are placed in post-secondary education and/or employment/job training.

**Code on Point**, is a Tech Training Program that offers a full 8 months of training as follows: 12 weeks of coding classes held Monday-Thursday virtually, followed by 12 weeks of project-based learning in which participants develop a website, game or an app. These trainings are followed by placement in subsidized employment with industry partners. Graduates transition into paid employment in the tech sector, more advanced community-based tech training programs, private tech schools, or into college/universities.

**Green Construction/YouthBuild Training** is a 24-week pre-apprenticeship training program designed to prepare participants for union apprenticeship positions. In Phase 1, Success Centers provides education, construction skills training, project-based learning, case management, job development, follow-up supports, and program management activities. Instruction during this phase is based on the National Center for Construction Education and Research (NCCER) curriculum. Upon completion of the didactic training, participants are placed at job sites where they receive on-the-job training to prepare for union apprentices. Our newest initiative, Equity Matters Enterprises, provides transitional employment to program graduates to close the synapse between training and construction employment.

Success Centers' **Equity Project** is focused on helping job applicants learn the steps necessary to qualify as equity job seekers and on supporting equity applicants for business licenses in the emerging cannabis industry. This year our goal is to expand our geographic area to include our sites in Oakland, provide access to job training in cannabis, and develop a model for public/private partnerships focused on ensuring equity at all levels of the cannabis industries.

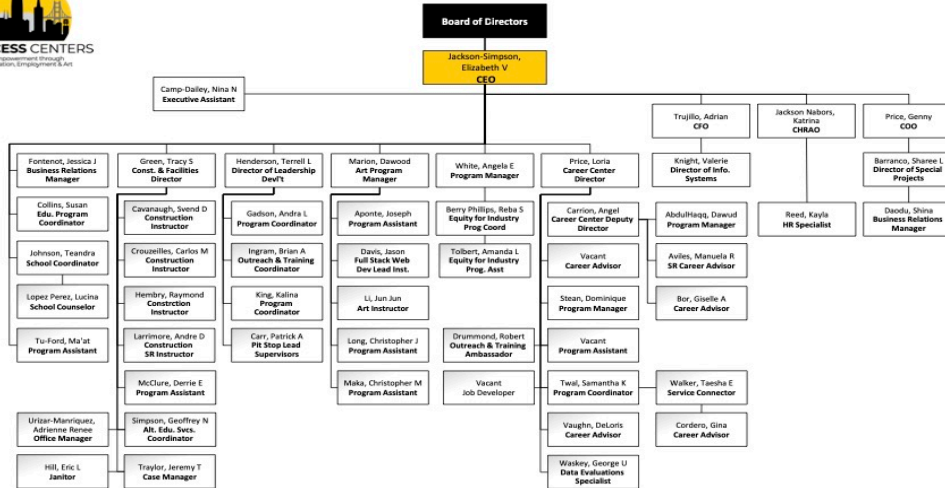
The **Leadership and Community Development** provides day-long, monthly, cohorted workshops on non-profit management to train the leaders of emerging African American community agencies on the mechanics of non-profit management and the keys to successful leadership. The year-long training is provided to 12-15 leaders annually. In addition, we convene the South of Market (SOMA) Community Collaborative and administer three mini-grant programs for both the Western Addition and SOMA.

**Technology Access:** Lack of access to technology and broadband is the next-level structural and racial divide. Success Centers' response includes Basic Computer Literacy training, distribution of laptop computers and connection to Wi-Fi hotspots, funded by Microsoft Philanthropies and the San Francisco Mayor's Office of Housing and Community Development.

**San Mateo Services** are focused on supporting justice-involved youth to develop career plans, job readiness skills, and job placement in subsidized employment. The program reaches out to youth at risk of justice involvement in three continuation schools in the county, providing youth with access to health education and job readiness training.

The **ARTS Program** provides visual arts in detention in San Francisco and uses Success Centers' events to provide tech and media arts instruction, including virtual reality and social media. New initiatives include the production of murals in the Bayview neighborhood and the launch of a sound studio built by our construction crew during COVID.

- a) Success Centers will employ 0.70 FTEs on the proposed services.
- b) Success Centers employs 61 individuals and 5 consultants.



<b>Success Centers</b>			
<b>Youth Contracts: Item 1</b>			
<b>Funder</b>	<b>Name of the Program</b>	<b>Contract Amount</b>	<b>Contract Term</b>
DCYF	ADAPT	\$ 116,921.00	7/1/2021 to 6/30/2022
DCYF	Code on Point	\$ 241,080.00	7/1/2021 to 6/30/2022
DCYF	EMSA	\$ 329,988.00	7/1/2021 to 6/30/2022
DCYF	Pathways	\$ 325,210.00	7/1/2021 to 6/30/2022
MOHCD	Plaza - Scattered Sites	\$ 150,000.00	7/1/2021 to 6/30/2022
MOHCD	SOMA	\$ 250,000.00	1/1/2022 to 12/31/2022
OEWD	WANAP	\$ 1,380,000.00	7/1/2021 to 6/30/2023
OEWD	YASE	\$ 500,000.00	7/1/2021 to 6/30/2023
Alameda County Probation Dept.	Project Reconnect	\$ 100,000.00	7/1/2021 to 6/30/2022
CA Office of Business and Economic Development	CAL CRG	\$ 450,000.00	6/1/2021 to 5/31/2024
County of San Mateo	SMC - JPCF	\$ 41,910.85	7/1/2020 to 6/30/2023
County of San Mateo	SMC - YOBG	\$ 95,142.56	7/1/2021 to 6/30/2022
DOL/ETA	YouthBuild	\$ 1,100,000.00	2/1/2019 to 5/31/2022
DOL/ETA	YouthBuild'22	\$ 996,600.00	7/1/2021 to 10/31/2024
SF Juvenile Probation Department	JJC	\$ 70,935.00	1/1/2021 to 12/31/2021

<b>Success Centers Item 2</b>			
<b>Grant Contracts 2022-23</b>			
<b>Funder</b>	<b>Name of the Program</b>	<b>Contract Amount</b>	<b>Contract Term</b>
SF DCYF	ADAPT	\$ 120,429.00	7/1/2022 to 6/30/2023
SF DCYF	Credible Messenger	\$ 450,000.00	7/1/2022 to 6/30/2024
SF DCYF	Code on Point	\$ 248,292.00	7/1/2022 to 6/30/2023
SF DCYF	EMSA	\$ 339,823.00	7/1/2022 to 6/30/2023
SF DCYF	Pathways	\$ 501,279.00	7/1/2022 to 6/30/2023
SF MOHCD	Access to Opportunities	\$ 200,000.00	7/1/2021 to 6/30/2023
SF MOHCD	Black Leadership Academy	\$ 150,000.00	7/1/2021 to 6/30/2023
SF MOHCD	Capacity Building	\$ 75,000.00	6/1/2022 to 6/30/2023
SF MOHCD	Community Action	\$ 124,800.00	7/1/2021 to 6/30/2023
SF MOHCD	Digital Literacy	\$ 187,500.00	6/1/2022 to 6/30/2023
SF MOHCD	Equity Pathways	\$ 309,000.00	7/1/2022 to 6/30/2023
SF MOHCD	Plaza - Scattered Sites	\$ 150,000.00	7/1/2022 to 6/30/2023



SF MOHCD	SOMA	\$ 250,000.00	1/1/2022 to 12/31/2022
SF OEWD	Dream Keepers		7/1/2022 to 6/30/2023
SF OEWD	SF-Shines	\$ 490,137.00	7/1/2021 to 6/30/2023
SF OEWD	WANAP	\$ 1,380,000.00	7/1/2021 to 6/30/2023
SF OEWD	YASE	\$ 500,000.00	7/1/2021 to 6/30/2023
Alameda County Probation Dept.	Oakland Career Center		7/1/2022 to 6/30/2023
CA Office of Business and Economic Development	CAL CDR	\$ 450,000.00	6/1/2021 to 5/31/2024
County of San Mateo	SMC - JPCF	\$ 199,463.66	7/1/2022 to 6/30/2023
County of San Mateo	SMC - YOBG	\$ 95,142.56	7/1/2022 to 6/30/2023
US DOL/ETA	YouthBuild'22	\$ 996,600.00	7/1/2021 to 10/31/2024
SF Juvenile Probation Department	JJC		1/1/2021 to 12/31/2021
State of California EDD	Accelerator	\$ 250,000.00	6/1/2021 to 12/31/2023

Item 3: Success Centers has successfully completed all contracts in the last three years.

Personnel Name	FTE/Salary	Applicable Degrees (Degree-Year- Institution)	Licenses - Certifications
Liz Jackson-Simpson, Chief Executive Officer	.05 FTE @ \$95/ hour	BA in Industrial Design, (SFSU) Organizational Leadership (UCBA)	N/A
Virginia Price, Evaluation	.05 FTE @ \$75/hour	BA Wellesley College 1974 MEd Cambridge College 1987 MPA Harvard University 1998	N/A
Angel Carrion, Youth Workforce Director	.20 FTE @ \$48/hour	Youth Development Specialist, Former Youth Commissioner	Credible Messenger
Betty Ricks, Healthy Choices Facilitator	.05 FTE @ \$43/hour	Social Worker – SF General Hospital, Community Health Worker	Addiction Specialist (CADC-CAS)
Giselle Bor, Career Advisor/JRT Instructor	.05 FTE @ \$43/hour	AS in Science, Los Medanos College	Wellness/Doula and Community Health
DeLoris Vaughn, Job Developer/JRT Instructor	.05 FTE @ \$43/hour	Three Years in Workforce Development	Credible Messenger/Former Client
Ivonne Twal, Program Assistant	.25FTE @ \$25/hour	Transitional Aged Youth, former Participant	N/A

## Tab 2: Project Philosophy and Service Model

Describe your organization's project approach and service model, including how proposed programs and services would be implemented, staffed, supported administratively, and delivered to clients on a consistent basis. Include the following information:

a) Describe the amount/frequency of your proposed direct services.

Success Centers will continue to provide the following services:

- **Case Management** This service will be provided ongoing, year-round.
- **Job Readiness Training (JRT)** will be provided for two hours daily, 5 days per week, and will be available year-round.
- **Job Placement/Employer Spotlights** This service will be available ongoing, year-round with two Employer Spotlights per month.
- **Support Groups/Workshops:** Each week, 2 one-hour long sessions will be scheduled. This service will be available year-round.
- **Mentorship:** This service will be provided ongoing, year-round.
- **Multi-Disciplinary Team:** Success Centers commits to participation in the weekly MDT meeting.

b) Describe any promising practices/evidence-based practices (EBP) your organization plans to implement to meet the requirements for this RFP. Please include the name of each curriculum/intervention that will be implemented.

Success Centers has melded four interrelated theoretic approaches into its service delivery to ensure an approach that is respectful, client-centered, and effective. These include:

1. **Trauma-Informed Services:** We expect that the overwhelming majority of our justice-involved youth will be trauma survivors whose life circumstances place them at extremely elevated risk for repeated traumas and/or recidivism. Accordingly, staff members will be trained to understand the complex impact of trauma on their work with youth and to minimize its impact wherever possible. Specific strategies include taking time to build a trusting relationship with a young person; providing a safe and secure setting for the provision of services, understanding the dynamics that may underlie puzzling client behavior by seeing the behavior through the lens of protection against further abuse; allowing clients freedom in the choices they make so as to maximize their feeling of efficacy and control; providing services from a strengths-based perspective that is future-oriented, goal-focused, and maximizes opportunities for success; and ensuring a 'warm hand-off' to any new providers allowing the youth to feel safe and in control.
2. **Positive Youth Development:** We believe that much of the strength of our work with youth arises from our youth development approach that is strength-based, engages youth as partners in the delivery of services, and champions their capacity to succeed. For example, our Job Readiness Training curriculum has been developed with extensive feedback from youth who have designed the activities, suggested field trips, and given frank input to what does not work for them. As a result, our curriculum is engaging and relevant to their lives.
3. **Growth Mindset:** Based on the pioneering work of Carol Dweck, Growth Mindset is grounded in neuroscience observation about the plasticity of brains and the capacity of individuals to grow beyond any perceived current limitations. Implementation of growth mindset begins with training staff to see youth as having enormous potential to contribute and succeed, rather than being limited by the circumstances of their current life. This, in turn, translates to positive

messages to the young people we work with, and helps them commit to their own growth and success by avoiding limiting beliefs about themselves and their lives.

4. **Restorative Justice:** Success Centers has borrowed heavily from the Restorative Justice framework, while not strictly engaging in the practices that define the modality. Our workshops emphasize to young people that they are an integral part of a community that needs their assistance. Our approach helps youth in developing empathy and compassion for others, seeing others as having emotional needs similar to themselves, and finding opportunities to give back.

Success Centers strongly believes in being current with standards in the education and workforce field and in exposing its staff to model practices whenever possible. It has designed its programs to incorporate best practices, as the following examples indicate:

- a. The US Dept. of Labor, the leading workforce development funder in the nation, identifies employer engagement as key to effective workforce programming. All our employment programs include input from employers in the development of the curriculum, engage employers to do onsite Employer Spotlights to help applicants understand the employer's needs, and use employers to provide internships or apprenticeships as appropriate.
- b. The US Dept. of Labor also identifies the use of supportive services in conjunction with workforce services when working with disadvantaged job seekers, such as the probation youth targeted in this application. As detailed elsewhere, Success Centers uses Career Advisors/Case Managers in all programs to ensure clients' holistic needs are met by connecting them to ancillary services at Success Centers or in the community.
- c. The US Dept. of Labor indicates that the use of soft skills training which they define as "includ(ing) work-related skills like preparing a resume and understanding work expectations, as well as life skills that can be applied more broadly, including household management, financial literacy, and balancing work and parenting responsibilities" enhance effectiveness. Success Centers has integrated job readiness training, which includes all the above topics, into all our individual work as well as our group workforce programming.
- d. Credible messenger is a new phrase for a concept that Success Centers has been implementing for years. This approach recognizes that young people who are justice involved or justice adjacent are more likely to connect with, trust, and internalize messaging from adults whom they consider credible. This includes service providers with shared backgrounds, experiences, and communities of upbringing. The Urban Institute has evaluated the first iteration of a government-funded credible messenger mentoring program in New York for its effects on future felony convictions of the young people it served. The evaluation found that reductions in recidivism by over 60% in the first year and 50% within two years.

c) List your needs for physical space and/or equipment at the County during this engagement, if any, aside from space or equipment that would be provided by the County as an obvious aspect of the requested services (for example, space to treat patients, computers to document services, etc.).

Success Centers does not require physical space or equipment from the County during this engagement. Services will be provided at our San Mateo County location, or onsite at continuing schools including Bayden High School, Gateway High School, and Thornton High School.

d) Identify how you will meet all other aspects of the scope of work and related requirements stated above.

Success Centers staff will directly provide the services described. Proposed programming includes regular contact and relationship-building opportunities for participants and the agency's education and employment / life skills staff. These connections will be valuable resources for youth in the program when they embark on their career and education pathways.

e) List any items that you cannot provide.

Not applicable.

f) Provide information on any other pertinent services, if any, that you will offer that will reduce costs or enhance revenue for the County.

The services provided are complemented with funding from private and institutional funders including grants from foundations and corporations that are used to offset costs and lower price points for San Mateo County.

g) Please complete Exhibit B, being sure to identify all direct services provided through your program, including projected hours and clients for each. These must be consistent with your Project Budget (Exhibit C).

See Exhibit B.

## Exhibit B – Clients and Services

Please complete the following questions about your proposed services and clients.

1. Please tell us about your program, identifying the following:
  - a. The specific types of services you will provide. Be sure to indicate any use of curriculums/interventions you will implement that are evidence-based.
  - b. Where will these services be provided? Indicate geographical location as well as site.
  - c. What is the expected timing of these services? (i.e., when will they begin and end, how frequently will they be provided, year-round vs. school year etc.)

Success Centers will continue to provide the following services:

- **Case Management** will form the backbone of services provided. Each youth will be assigned to a Case Manager whose work plan is to identify goals and barriers and then connect the youth to needed supports to build a base from which they may progress. The Case Manager will make referrals for supports including mental health services, childcare, housing, medical and dental care, substance abuse services, and any other needs a youth may have. The Case Manager will develop an individual “Steps to Success” service plan for each youth detailing their goals, services needed, barriers, and concrete steps towards progressing. Case Managers are responsible for ensuring that the plan contains realistic and attainable goals and that potential barriers have been identified, including those that youth and their families may not have considered. Youth will meet frequently with their Case Manager during the initial months in the program. Once they are successfully placed in employment, they will meet monthly with their Case Manager to ensure continued stability. If issues arise on the job, the Case Manager will meet onsite with the employer and youth to ensure prompt resolution of any potential problems.
- **Job Readiness Training (JRT)** is a simple but comprehensive curriculum designed to engage jobseekers to garner skills in the areas of resume writing, interviewing, how to search for the right job using technology, conflict resolution, punctuality, fraternization/authority issues, stress management, and financial literacy using the FDIC Money Start Curriculum. Topics covered include: Self Awareness, Career Exploration, Interview Skills, and Resume Writing with a “wrap up” chapter designed to allow students to discuss what they have learned and how to apply it to their lives. Built within each chapter are sub-sections that dive deeper into each topic such as career planning, barriers to employment, researching the job, interview questions, how to respond to questions about justice system involvement, resume critique, and a student evaluation. During these workshops participants are able to practice work maturity skills with staff who are knowledgeable of employers’ expectations. Through JRT, participants learn about community resources (transportation, One Stop centers, Department of Motor Vehicles, childcare, social services, vital document acquisition, etc.), Career Preparedness (vocational assessments, college and tech school training, SAT/ACT prep, financial aid assistance), Job Search Techniques (online applications, LinkedIn Learning, electronic portfolio, creating responsible social media presences, use of email), and Presentation Skills (PowerPoint, mock interviews, guest speakers, portfolio presentations, dress for success, and more).
- **Job Placement/Employer Spotlights** provide direct linkages to employment. Success Centers has developed a Bay Area network of more than 300 employers, many of whom have job sites in San Mateo County. Participants will work with staff to generate job leads and referrals to potential employers for job interviews and ultimately job placements. Staff will link clients to local job fairs. We will assist jobseekers by attending interviews at places of employment and by working with potential employers to have them visit and conduct Employer Spotlights to interview potential candidates

onsite. Staff will follow up with clients and employers to see how interviews went and, upon hire, maintain contact with participants for a 3 to 12-month period to provide ongoing support as needed. This follow-up work ensures that youth participants are successfully performing their job functions. Additionally, staff work closely with local employers to seek appropriate placements for potential candidates. Throughout this process, youth are given continuous coaching and mentoring, as well as refreshers related to their job readiness trainings (e.g., resume building, interview skills, etc.).

- **Support Groups/Workshops:** The Program Manager and Case Managers will facilitate support groups on topics of interest identified by the youth. These may include group sessions on topics such as Successfully Completing Probation, Goal-Setting, Dealing with Peer Pressure, Healthy Relationships, Art Groups, and topics identified by the youth participants.
- **Mentorship:** Success Centers staff provide mentorship for youth participants using the credible messenger approach. The young people we work with have developed a well-founded mistrust of adults and institutions. By employing staff who are reflective of the community served and who share multiple experiences with the participants along many dimensions—including their language, community residency, personal/familial involvement in the juvenile or criminal justice systems, being in recovery from substance use disorders, or having transitioned from welfare, among many others—youth recognize our staff as credible and believe their message. This allows us to provide mentorship that is effective and impactful.
- **Multi-Disciplinary Team:** Success Centers commits to participation in the weekly MDT meeting.

2. Please tell us about your target client population, including client characteristics and numbers you plan to serve.

Funding through JPCF will be used for “at-risk” youth, i.e. youth who are not formerly involved within the juvenile justice system/probation department but have key indicators that make them likely to have future involvement without interventions. This includes those who are directly referred to Success Centers by probation and other community partners, as well as those who are enrolled at the continuation schools in recognition that these students fall within the “at-risk” category.

As a whole, program participants are anticipated to continue to come from low-income communities of color from neighborhoods scattered throughout the county as identified in the local action plan: 90% of youth on probation or served by JJCPA/JPCF funding identified their race/ethnicity as non-White. Most of these youth are trauma survivors who have coped with multiple adverse childhood events including abuse/neglect, abandonment due to parental incarceration reflecting disproportional confinement within minoritized communities, disrupted bonding, and educational issues including learning disabilities – both diagnosed and undiagnosed. This aligns with the 2020-2025 LAP that identifies 70% of youth in juvenile justice system as diagnosed with a mental health disorder. Success Centers focuses Transitional Aged Youth (TAY) ages 16-24 with these services in high school settings designed for participants in the younger category of 16-19, further aligning with the most recent LAP. These youth often lack a frame of reference for the workplace and may be uncomfortable in professional settings, may not understand appropriate workplace norms including behavior and dress, may not have employed role models they can emulate, and may not have the skills to navigate systems such as child care and transportation necessary for successful employment. Success Centers’ support services are designed to be trauma-informed and coordinated via the multi-disciplinary team using credible messengers providing a holistic approach to youth development. We expect to serve a total of 80 youth annually.

3. Please complete the following for each direct service provided:

Direct Service Type	Number of Staff Providing Services	Number of Projected Hours	Number of Projected Clients
Case Management	1	1000	80
Job Readiness Training	1 staff + multiple volunteers	192	80
Job Placement/Employer Spotlights	1 staff + multiple volunteers	100	5
Mentorship	1	200	80
Multi-Disciplinary Team: Input on education, vocational, health and wellness needs	3	75	N/A

**Tab 3: Protocols for Addressing Concerns**

a) In the event of a routine problem, who is to be contacted within your organization?

Any problem or concern should be addressed to the Chief Executive Officer.

b) In the event of the identification of a problem by the County, its clients/patients, and/or other applicable constituents, describe how you will address such problems and the timeframe for addressing them.

Any problem identified by the County, its clients/patients, and/or other applicable constituents would be brought to the attention of the Chief Executive Officer. The Chief Executive Officer would then assess the problem and determine how to best address the specific situation. The Chief Executive Officer would respond to the County, its client/patient, and/or other applicable constituent within one week.



**TAB 4: Claims, Licensure, Non-Discrimination, and Health Insurance Portability and Accountability Act (HIPAA) Violations Against Your Organization**

1. List any current licensure, HIPAA, non-discrimination claims against you/your organization and those having occurred in the past five years, especially any resulting claims or legal judgements against you.

There have been no licensure, HIPAA, non-discrimination claims against Success Center in the past five years.

## **TAB 5: Cost Analysis and Budget for Primary Services**

### Direct Personnel costs:

#### Job Readiness Training (JRT)/Life Skills Workshops

Services to prepare program participants for career, work, and life opportunities

#### Job Placement/Employer Spotlights

Opportunities for program participants to learn about careers and active job listings from various employers and for different occupations

#### Case Management

Intake, Assessment, and Individualized Service Plan (IEP) Strategy for Program Candidates

### Direct Operating Costs

#### Program Materials

Purchase/procurement to support instructional needs for the construction and digital training components of the program, i.e. lumber, hand tools, curriculum, etc.

#### Program Travel

Cost of staff transportation to the YSC facility from Success Centers program sites

#### Telecommunications

Cost of doing business (training programs, intake/assessment meetings with department leadership, etc. in a hybrid operating environment)

#### Mentor Training/Professional Development

Enrollment in courses that ensure trainers and program staff have youth development and other professional qualifications to maintain the agency's cutting edge program delivery skills

#### Indirect Costs @ 10%

Cost of doing business to support the program, including insurance, bank fees, accounting, rent, evaluations, administrative management and oversight, etc.

Name of Program: **Success Centers - JPCF**

**FISCAL YEAR 2023-24 (July 1, 2023 - June 30, 2024)**

Budget Projections								
A. Direct Personnel Costs								
Services (by Type)	# of Staff	Rate (\$/hr/staff)	Indicator	Quarter 1 (7/1/23- 9/30/23)	Quarter 2 (10/1/23 - 12/31/23)	Quarter 3 (1/1/24 - 3/31/24)	Quarter 4 (4/1/24 - 6/30/24)	FY 2023-24 Total
Job Readiness Training	4	\$39.93	Number of Clients	20	40	40	40	80
			Number of Hours	82.67	100	100	100	382.67
			Amount (Rate * Hours * Staff)	\$13,201.90	\$15,970.03	\$15,970.03	\$15,970.03	\$61,112.00
Job Placement/ Employer Spotlights	3	\$33.41	Number of Clients	2	2	5	2	10
			Number of Hours	43.56	40	40	40	163.56
			Amount (Rate * Hours * Staff)	\$4,365.26	\$4,008.91	\$4,008.91	\$4,008.91	\$16,392.00
Case Management	2	\$48.00	Number of Clients	20	40	40	20	80
			Number of Hours	14.33	15	20	20	69.33
			Amount (Rate * Hours * Staff)	\$1,376.00	\$1,440.00	\$1,920.00	\$1,920.00	\$6,656.00
<b>A. Direct Personnel Costs Total</b>				<b>\$18,943.16</b>	<b>\$21,418.95</b>	<b>\$21,898.95</b>	<b>\$21,898.95</b>	<b>\$84,160.00</b>

B. Direct Operating Costs						
Item	Indicator	Quarter 1 (7/1/23- 9/30/23)	Quarter 2 (10/1/23 - 12/31/23)	Quarter 3 (1/1/24 - 3/31/24)	Quarter 4 (4/1/24 - 6/30/24)	FY 2023-24 Total
Program Materials	Amount	\$200.00	\$200.00	\$100.00	\$50.00	\$550.00
Program Travel	Amount	\$200.00	\$200.00	\$200.00	\$200.00	\$800.00
Telecommunications	Amount	\$200.00	\$200.00	\$200.00	\$200.00	\$800.00
Mentor Training/Professional Development	Amount	\$100.00	\$100.00	\$100.00	\$100.00	\$400.00
<b>B. Direct Operating Costs Total</b>		<b>\$700.00</b>	<b>\$700.00</b>	<b>\$600.00</b>	<b>\$550.00</b>	<b>\$2,550.00</b>

	Quarter 1 (7/1/23- 9/30/23)	Quarter 2 (10/1/23 - 12/31/23)	Quarter 3 (1/1/24 - 3/31/24)	Quarter 4 (4/1/24 - 6/30/24)	FY 2023-24 Total
<b>A. Direct Personnel Costs Total</b>	\$18,943.16	\$21,418.95	\$21,898.95	\$21,898.95	\$84,160.00
<b>B. Direct Operating Costs Total</b>	\$700.00	\$700.00	\$600.00	\$550.00	\$2,550.00
<b>Total Direct Program Costs (A + B)</b>	\$19,643.16	\$22,118.95	\$22,498.95	\$22,448.95	\$86,710.00
<b>C. Indirect Costs (10%)</b>	\$1,964.32	\$2,211.89	\$2,249.89	\$2,244.89	\$8,671.00
<b>TOTAL FY 2023-24 BUDGET</b>	<b>\$21,607.47</b>	<b>\$24,330.84</b>	<b>\$24,748.84</b>	<b>\$24,693.84</b>	<b>\$95,381.00</b>

Name of Program: **Success Centers - JPCF**

**FISCAL YEAR 2024-25 (July 1, 2024 - June 30, 2025)**

Budget Projections								
A. Direct Personnel Costs								
Services (by Type)	# of Staff	Rate (\$/hr/staff)	Indicator	Quarter 1 (7/1/24 - 9/30/24)	Quarter 2 (10/1/24 - 12/31/24)	Quarter 3 (1/1/25 - 3/31/25)	Quarter 4 (4/1/25 - 6/30/25)	FY 2024-25 Total
Job Readiness Training	4	\$39.93	Number of Clients	20	40	40	40	80
			Number of Hours	82.67	100	100	100	382.67
			Amount (Rate * Hours * Staff)	\$13,201.90	\$15,970.03	\$15,970.03	\$15,970.03	\$61,112.00
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			Number of Hours	14.33	15	20	20	69.33
			Amount (Rate * Hours * Staff)	\$1,376.00	\$1,440.00	\$1,920.00	\$1,920.00	\$6,656.00
<b>A. Direct Personnel Costs Total</b>				<b>\$18,943.16</b>	<b>\$21,418.95</b>	<b>\$21,898.95</b>	<b>\$21,898.95</b>	<b>\$84,160.00</b>

B. Direct Operating Costs						
Item	Indicator	Quarter 1 (7/1/24 - 9/30/24)	Quarter 2 (10/1/24 - 12/31/24)	Quarter 3 (1/1/25 - 3/31/25)	Quarter 4 (4/1/25 - 6/30/25)	FY 2024-25 Total
Program Materials	Amount	\$200.00	\$200.00	\$100.00	\$50.00	\$550.00
Program Travel	Amount	\$200.00	\$200.00	\$200.00	\$200.00	\$800.00
Telecommunications	Amount	\$200.00	\$200.00	\$200.00	\$200.00	\$800.00
Mentor Training/Professional Development	Amount	\$100.00	\$100.00	\$100.00	\$100.00	\$400.00
<b>B. Direct Operating Costs Total</b>		<b>\$700.00</b>	<b>\$700.00</b>	<b>\$600.00</b>	<b>\$550.00</b>	<b>\$2,550.00</b>

	Quarter 1 (7/1/24 - 9/30/24)	Quarter 2 (10/1/24 - 12/31/24)	Quarter 3 (1/1/25 - 3/31/25)	Quarter 4 (4/1/25 - 6/30/25)	FY 2024-25 Total
<b>A. Direct Personnel Costs Total</b>	\$18,943.16	\$21,418.95	\$21,898.95	\$21,898.95	\$84,160.00
<b>B. Direct Operating Costs Total</b>	\$700.00	\$700.00	\$600.00	\$550.00	\$2,550.00
<b>Total Direct Program Costs (A + B)</b>	\$19,643.16	\$22,118.95	\$22,498.95	\$22,448.95	\$86,710.00
<b>C. Indirect Costs (10%)</b>	\$1,964.32	\$2,211.89	\$2,249.89	\$2,244.89	\$8,671.00
<b>TOTAL FY 2024-25 BUDGET</b>	<b>\$21,607.47</b>	<b>\$24,330.84</b>	<b>\$24,748.84</b>	<b>\$24,693.84</b>	<b>\$95,381.00</b>

Name of Program: **Success Centers - JPCF**

**FISCAL YEAR 2025-26 (July 1, 2025 - June 30, 2026)**

**Budget Projections**

A. Direct Personnel Costs								
Services (by Type)	# of Staff	Rate (\$/hr/staff)	Indicator	Quarter 1 (7/1/25 - 9/30/25)	Quarter 2 (10/1/25 - 12/31/25)	Quarter 3 (1/1/26 - 3/31/26)	Quarter 4 (4/1/26 - 6/30/26)	FY 2025-26 Total
Job Readiness Training	4	\$39.93	Number of Clients	20	40	40	40	80
			Number of Hours	82.67	100.00	100.00	100.00	382.67
			Amount (Rate * Hours * Staff)	\$13,201.90	\$15,970.03	\$15,970.03	\$15,970.03	\$61,112.00
Job Placement/ Employer Spotlights	3	\$33.41	Number of Clients	2	2	5	2	10
			Number of Hours	43.56	40.00	40.00	40.00	163.56
			Amount (Rate * Hours * Staff)	\$4,365.26	\$4,008.91	\$4,008.91	\$4,008.91	\$16,392.00
Case Management	2	\$48.00	Number of Clients	20	40	40	20	80
			Number of Hours	14.33	15.00	20.00	20.00	69.33
			Amount (Rate * Hours * Staff)	\$1,376.00	\$1,440.00	\$1,920.00	\$1,920.00	\$6,656.00
<b>A. Direct Personnel Costs Total</b>				<b>\$18,943.16</b>	<b>\$21,418.95</b>	<b>\$21,898.95</b>	<b>\$21,898.95</b>	<b>\$84,160.00</b>

B. Direct Operating Costs						
Item	Indicator	Quarter 1 (7/1/25 - 9/30/25)	Quarter 2 (10/1/25 - 12/31/25)	Quarter 3 (1/1/26 - 3/31/26)	Quarter 4 (4/1/26 - 6/30/26)	FY 2025-26 Total
Program Materials	Amount	\$200.00	\$200.00	\$100.00	\$50.00	\$550.00
Program Travel	Amount	\$200.00	\$200.00	\$200.00	\$200.00	\$800.00
Telecommunications	Amount	\$200.00	\$200.00	\$200.00	\$200.00	\$800.00
Mentor Training/Professional Development	Amount	\$100.00	\$100.00	\$100.00	\$100.00	\$400.00
<b>B. Direct Operating Costs Total</b>		<b>\$700.00</b>	<b>\$700.00</b>	<b>\$600.00</b>	<b>\$550.00</b>	<b>\$2,550.00</b>

	Quarter 1 (7/1/25 - 9/30/25)	Quarter 2 (10/1/25 - 12/31/25)	Quarter 3 (1/1/26 - 3/31/26)	Quarter 4 (4/1/26 - 6/30/26)	FY 2025-26 Total
<b>A. Direct Personnel Costs Total</b>	\$18,943.16	\$21,418.95	\$21,898.95	\$21,898.95	\$84,160.00
<b>B. Direct Operating Costs Total</b>	\$700.00	\$700.00	\$600.00	\$550.00	\$2,550.00
<b>Total Direct Program Costs (A + B)</b>	\$19,643.16	\$22,118.95	\$22,498.95	\$22,448.95	\$86,710.00
<b>C. Indirect Costs (10%)</b>	\$1,964.32	\$2,211.89	\$2,249.89	\$2,244.89	\$8,671.00
<b>TOTAL FY 2025-26 BUDGET</b>	<b>\$21,607.47</b>	<b>\$24,330.84</b>	<b>\$24,748.84</b>	<b>\$24,693.84</b>	<b>\$95,381.00</b>

	FY 2023-24 Total	FY 2024-25 Total	FY 2025-26 Total	Project Total
<b>A. Direct Personnel Costs Total</b>	\$84,160.00	\$84,160.00	\$84,160.00	\$252,480.00
<b>B. Direct Operating Costs Total</b>	\$2,550.00	\$2,550.00	\$2,550.00	\$7,650.00
<b>Total Direct Program Costs (A + B)</b>	\$86,710.00	\$86,710.00	\$86,710.00	\$260,130.00
<b>C. Indirect Costs Total</b>	\$8,671.00	\$8,671.00	\$8,671.00	\$26,013.00
<b>TOTAL PROGRAM BUDGET</b>	<b>\$95,381.00</b>	<b>\$95,381.00</b>	<b>\$95,381.00</b>	<b>\$286,143.00</b>

## **TAB 6: Quality/Program Evaluation**

### **1) Describe how your agency/organization currently uses data to inform your work with clients.**

Success Centers is committed to maintaining thorough and accurate documentation via hard copy and electronic data systems. Each participant has a paper file that contains intake information, demographic data, records (if any) from referral and other agencies, permissions and consents, and related information. Outcomes are tracked electronically in the Casebook database for all participants in the program and are used for program evaluation and to guide program development.

Quarterly, the Success Centers Data Management Team consisting of the CEO, COO, and the Data Management Team Leader will meet with program management to review program performance to date, identify trends, review goals, ensure compliance with funder expectations and identify any needed modifications.

Success Centers has contracted with Bookr for data management services. They will review all funder requirements, ensure Casebook (our data management program), is compliant with those requirements, and produce bi-weekly reports to management on intakes, discharges and missing data.

### **2) Describe your organizations current capacity to successfully collect the required data specified in Section II - SCOPE OF WORK AND SPECIAL PROVISIONS, II.3, B. 1. Data reports will be required on a quarterly basis; describe how your organization will ensure the timely submission of data.**

Success Centers has the capacity to successfully implement data collection for all required reporting. As detailed in Tab 1, the agency manages multiple government contracts for workforce services including contracts with the US Dept. of Labor, the SF Office of Economic and Workforce Development, the Oakland Workforce Investment Board, and the SF Dept. of Children, Youth and their Families, among others. Systems are in place to monitor and ensure timely transmission of data and that all programs are in full compliance with funders' data expectations.

For this program, Success Centers' Data Management Team will be responsible for ensuring that all required data fields are incorporated into our Casebook database prior to the implementation of services. This will include the demographics, level of service delivery, and outcomes achieved. The Program Manager will be responsible for training all staff in the data system and for oversight of data collection. Staff are required to enter data on a daily basis to ensure the program management has access to real time data on the program functioning.

The Program Manager will be supported by Success Centers' data management team who will do weekly audits of paper and electronic files, transitioning to monthly reviews as the team becomes fluent in the systems. The Program Manager is responsible for timely submission of data with oversight from the Chief Operating Officer.

### **3) List method(s) by which your agency currently tracks Units of Service (Program Level Data). This may include databases and/or software.**

As described above, staff enter data into Casebook on a daily basis as services are delivered. In addition, the program maintains logs of workshops and JRT sessions offered. At month's end, the Program Manager is responsible for compiling data from the platform and submitting it to the CFO for development of the quarterly invoices.

**TAB 7: References**

Chief Katherine Miller  
SF Juvenile Probation Department  
375 Woodside Ave.  
San Francisco, CA 94127  
415/753-7556  
[katherine.miller@sfgov.org](mailto:katherine.miller@sfgov.org)

Jazmine Dawson, Director of Violence Prevention Services  
Department of Children Youth and Families  
1390 Market Street, 9<sup>th</sup> Floor  
San Francisco, CA 94102  
415/554-8990  
[jazmine.dawson@dcyf.org](mailto:jazmine.dawson@dcyf.org)

Shelly Johnson, Principal, SMCOE  
Court & County School 101 Twin Dolphin Dr.  
Redwood City, CA 94065  
415/298-2355  
[sjohnson@smcoe.org](mailto:sjohnson@smcoe.org)



**Tab 8: Statement of Compliance with County Contractual Requirements**

Success Centers confirms that it has received the standard contract template. Success Centers confirms its commitment and ability to comply with each of the terms of the County's standard template contract, including but not limited to the following:

- Hold Harmless provision
- Liability Insurance requirements
- Non-discrimination policy
- Equal Employment Opportunity requirements
- Equal Benefits Ordinance
- Living Wage Ordinance
- Jury Service Ordinance
- All other provisions of the County's standard template contract

In addition, Success Centers agrees to have any disputes regarding the contract venued in San Mateo County or Northern District of California. Success Centers has no objections to any terms in the County's standard contract template and is prepared to sign the County standard contract template as is.

**County of San Mateo**  
**Request for Proposals**  
**(RFP) for Youth and**  
**Family Programs**  
**Probation Department**  
**RFP No. PROB 2022-003**  
**JJPCA**

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Darlene Hansen, Management Analyst  
Juvenile Services Division  
County of San Mateo Probation Department  
222 Paul Scannell Drive  
San Mateo, CA 94402

Dear Ms. Hansen,

On behalf of Centers for Equity and Success, Inc. dba Success Centers, it is my pleasure to submit this proposal to the County of San Mateo County Probation Department for RFP No. PROB 2022-03 for Youth and Family Programs under the JJPCA funding stream for youth on probation/re-entry youth in community-based settings.

Since 2020, Success Centers has been providing contractual services through the County of San Mateo Probation Department as both detention-based as well in community-based settings. This proposal is intended to continue existing services and include additional services. Through this funding, Success Centers will continue to provide job readiness training, case management services, job placement services, mentorship, subsidized youth employment opportunities, and support groups/workshops designed to help youth participants become workforce ready using a holistic approach in line with the most recent Local Action Plan (LAP). These services will continue to be offered to students at San Mateo County continuation schools as well as through direct referrals to our San Mateo location.

In signing this document, I hereby affirm that I am the person authorized to obligate Success Centers to perform the commitment contained in this proposal and that Success Centers is willing and able to perform the commitments contained in the proposal and have not violated the terms of this RFP.

I can be contacted at 415-688-7966 and at [ljackson-simpson@successcenters.org](mailto:ljackson-simpson@successcenters.org) if you have any questions or require any additional information.

Sincerely,

Liz Jackson Simpson  
Chief Executive Officer

## Tab 1: Qualifications and Experience

A) Success Centers' **mission** is to empower marginalized community members through education, employment and the arts. We focus on developing career pathways to lucrative job opportunities in high-demand industries. Success Centers is adept at removing barriers that prevent our clients from accessing the myriad opportunities in the Bay Area. We create an alternative pathway to success and access to economic justice. We foster resiliency, creativity, belief in self, and self-advocacy skills to increase equity and build safe, thriving communities. Success Centers has successfully placed thousands of community residents in workforce training, employment, and/or higher education throughout its history. Staff are accustomed to working with some of the Bay Area's most vulnerable citizens – including those who are currently or formerly detained or incarcerated, unemployed/underemployed, single parents, and/or living in poverty. The overwhelming majority of our clients are people of color (87%) from low-income communities (95%). Success Centers envisions a vibrant and just society that inspires individual transformation and understands the key role that education, workforce development and art play in creating meaningful and productive lives.

Success Centers has an extensive history of working with youth involved with the juvenile justice system including detention-based services and community-based services for those who have completed their sentence and/or those on probation. Formerly the Youth Guidance Center Improvement Committee, Success Centers was founded in 1983 by San Francisco Superior Court judges to ensure that youth in the San Francisco juvenile justice system developed marketable job skills. Since then, Success Centers has grown to include education and workforce development services for marginalized community members. In 2012 the agency merged with Youth for Service and was re-branded as Success Centers, a name chosen by our clients. In 2018, Success Centers undertook mergers with 3 agencies: Each One Reach One (the predecessor for the proposed services), The Imagine Bus Project and Project Reconnect, expanding our reach and deepening our impact. We changed our legal name to Centers for Equity and Success, Inc., continuing to do business as Success Centers. In addition, we assumed management of Asian Neighborhood Design, increasing our range of programming to include construction training and certifications.

Each year, Success Centers provides an array of services to 1,300 individuals including youth in detention centers in San Francisco, Alameda, and San Mateo Counties and at services centers strategically located throughout the Bay Area. In San Mateo County, services include education, arts, life skills building, linkage to services, and barrier removal, with access to GED/credit recovery, coding and construction bootcamps located online and at our San Francisco center and available with transportation. Our San Mateo services are based at 400 Concar Drive, San Mateo, CA 94402 and embedded in detention and at continuation schools.

Success Centers has recently been awarded funding from the San Francisco District Attorney's Office and the Juvenile Probation Department to implement Credible Messenger services for youth in detention and in the community. Planning is in progress and services will launch in early 2023.

Success Centers delivers services in San Francisco, Alameda and San Mateo counties. Specific programs include:

**Breaking Barriers** provides outreach and service connection at 14 public housing sites in San Francisco. The program does residential outreach to develop relationships and engage the residents in services onsite, at Success Centers, or with other community providers while supporting their retention in these services.

Success Centers manages **Career Centers** in the heart of the Western Addition, San Mateo and two sites in Oakland. The Centers specialize in serving low-income, marginalized job candidates from the

community to provide them with a comprehensive career assessment, job readiness training, job search support, job placement, access to job training programs, on-the-job training opportunities, subsidized employment, barrier removal, job coaching and more. Through the Career Centers youth and re-entry clients can be placed in transitional employment to gain job skills and experience in the fields of their choice.

The **Early Morning Study Academy (EMSA)**, delivered in partnership with John Muir Charter School, provides High School completion or GED preparation to students not on track to graduate from High School, transitional aged youth who have dropped out of school, and other adults enrolled in one of our job training programs. EMSA serves 100 people annually, many of whom are co-enrolled in other workforce services. All graduates are placed in post-secondary education and/or employment/job training.

**Code on Point**, is a Tech Training Program that offers a full 8 months of training as follows: 12 weeks of coding classes held Monday-Thursday virtually, followed by 12 weeks of project-based learning in which participants develop a website, game or an app. These trainings are followed by placement in subsidized employment with industry partners. Graduates transition into paid employment in the tech sector, more advanced community-based tech training programs, private tech schools, or into college/universities.

**Green Construction/YouthBuild Training** is a 24-week pre-apprenticeship training program designed to prepare participants for union apprenticeship positions. In Phase 1, Success Centers provides education, construction skills training, project-based learning, case management, job development, follow-up supports, and program management activities. Instruction during this phase is based on the National Center for Construction Education and Research (NCCER) curriculum. Upon completion of the didactic training, participants are placed at job sites where they receive on-the-job training to prepare for union apprentices. Our newest initiative, Equity Matters Enterprises, provides transitional employment to program graduates to close the synapse between training and construction employment.

Success Centers' **Equity Project** is focused on helping job applicants learn the steps necessary to qualify as equity job seekers and on supporting equity applicants for business licenses in the emerging cannabis industry. This year our goal is to expand our geographic area to include our sites in Oakland, provide access to job training in cannabis, and develop a model for public/private partnerships focused on ensuring equity at all levels of the cannabis industries.

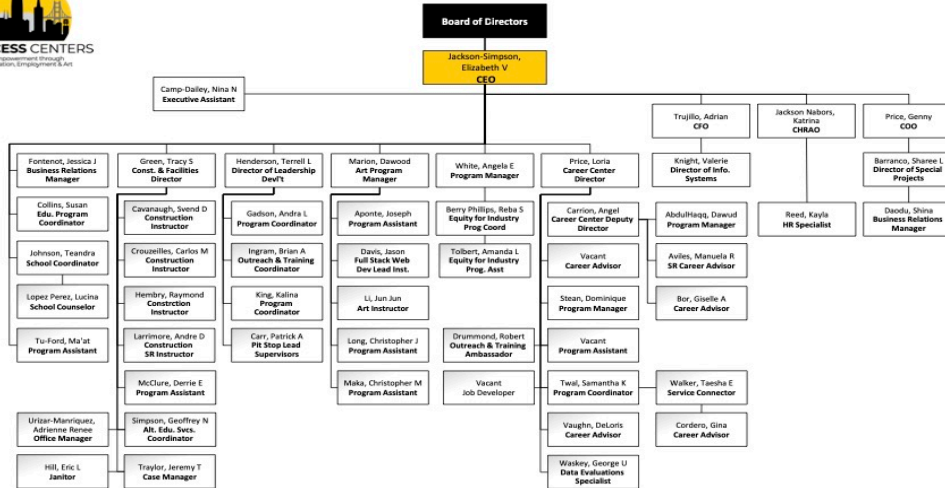
The **Leadership and Community Development** provides day-long, monthly, cohorted workshops on non-profit management to train the leaders of emerging African American community agencies on the mechanics of non-profit management and the keys to successful leadership. The year-long training is provided to 12-15 leaders annually. In addition, we convene the South of Market (SOMA) Community Collaborative and administer three mini-grant programs for both the Western Addition and SOMA.

**Technology Access:** Lack of access to technology and broadband is the next-level structural and racial divide. Success Centers' response includes Basic Computer Literacy training, distribution of laptop computers and connection to Wi-Fi hotspots, funded by Microsoft Philanthropies and the San Francisco Mayor's Office of Housing and Community Development.

**San Mateo Services** are focused on supporting justice-involved youth to develop career plans, job readiness skills, and job placement in subsidized employment. The program reaches out to youth at risk of justice involvement in three continuation schools in the county, providing youth with access to health education and job readiness training.

The **ARTS Program** provides visual arts in detention in San Francisco and uses Success Centers' events to provide tech and media arts instruction, including virtual reality and social media. New initiatives include the production of murals in the Bayview neighborhood and the launch of a sound studio built by our construction crew during COVID.

- a) Success Centers will employ 0.70 FTEs on the proposed services.
- b) Success Centers employs 61 individuals and 5 consultants.



<b>Success Centers</b>			
<b>Youth Contracts: Item 1</b>			
<b>Funder</b>	<b>Name of the Program</b>	<b>Contract Amount</b>	<b>Contract Term</b>
DCYF	ADAPT	\$ 116,921.00	7/1/2021 to 6/30/2022
DCYF	Code on Point	\$ 241,080.00	7/1/2021 to 6/30/2022
DCYF	EMSA	\$ 329,988.00	7/1/2021 to 6/30/2022
DCYF	Pathways	\$ 325,210.00	7/1/2021 to 6/30/2022
MOHCD	Plaza - Scattered Sites	\$ 150,000.00	7/1/2021 to 6/30/2022
MOHCD	SOMA	\$ 250,000.00	1/1/2022 to 12/31/2022
OEWD	WANAP	\$ 1,380,000.00	7/1/2021 to 6/30/2023
OEWD	YASE	\$ 500,000.00	7/1/2021 to 6/30/2023
Alameda County Probation Dept.	Project Reconnect	\$ 100,000.00	7/1/2021 to 6/30/2022
CA Office of Business and Economic Development	CAL CRG	\$ 450,000.00	6/1/2021 to 5/31/2024
County of San Mateo	SMC - JPCF	\$ 41,910.85	7/1/2020 to 6/30/2023
County of San Mateo	SMC - YOBG	\$ 95,142.56	7/1/2021 to 6/30/2022
DOL/ETA	YouthBuild	\$ 1,100,000.00	2/1/2019 to 5/31/2022
DOL/ETA	YouthBuild'22	\$ 996,600.00	7/1/2021 to 10/31/2024
SF Juvenile Probation Department	JJC	\$ 70,935.00	1/1/2021 to 12/31/2021

<b>Success Centers Item 2</b>			
<b>Grant Contracts 2022-23</b>			
<b>Funder</b>	<b>Name of the Program</b>	<b>Contract Amount</b>	<b>Contract Term</b>
SF DCYF	ADAPT	\$ 120,429.00	7/1/2022 to 6/30/2023
SF DCYF	Credible Messenger	\$ 450,000.00	7/1/2022 to 6/30/2024
SF DCYF	Code on Point	\$ 248,292.00	7/1/2022 to 6/30/2023
SF DCYF	EMSA	\$ 339,823.00	7/1/2022 to 6/30/2023
SF DCYF	Pathways	\$ 501,279.00	7/1/2022 to 6/30/2023
SF MOHCD	Access to Opportunities	\$ 200,000.00	7/1/2021 to 6/30/2023
SF MOHCD	Black Leadership Academy	\$ 150,000.00	7/1/2021 to 6/30/2023
SF MOHCD	Capacity Building	\$ 75,000.00	6/1/2022 to 6/30/2023
SF MOHCD	Community Action	\$ 124,800.00	7/1/2021 to 6/30/2023
SF MOHCD	Digital Literacy	\$ 187,500.00	6/1/2022 to 6/30/2023
SF MOHCD	Equity Pathways	\$ 309,000.00	7/1/2022 to 6/30/2023
SF MOHCD	Plaza - Scattered Sites	\$ 150,000.00	7/1/2022 to 6/30/2023



SF MOHCD	SOMA	\$ 250,000.00	1/1/2022 to 12/31/2022
SF OEWD	Dream Keepers		7/1/2022 to 6/30/2023
SF OEWD	SF-Shines	\$ 490,137.00	7/1/2021 to 6/30/2023
SF OEWD	WANAP	\$ 1,380,000.00	7/1/2021 to 6/30/2023
SF OEWD	YASE	\$ 500,000.00	7/1/2021 to 6/30/2023
Alameda County Probation Dept.	Oakland Career Center		7/1/2022 to 6/30/2023
CA Office of Business and Economic Development	CAL CDR	\$ 450,000.00	6/1/2021 to 5/31/2024
County of San Mateo	SMC - JPCF	\$ 199,463.66	7/1/2022 to 6/30/2023
County of San Mateo	SMC - YOBG	\$ 95,142.56	7/1/2022 to 6/30/2023
US DOL/ETA	YouthBuild'22	\$ 996,600.00	7/1/2021 to 10/31/2024
SF Juvenile Probation Department	JJC		1/1/2021 to 12/31/2021
State of California EDD	Accelerator	\$ 250,000.00	6/1/2021 to 12/31/2023

Item 3: Success Centers has successfully completed all contracts in the last three years.

Personnel Name	FTE/Salary	Applicable Degrees (Degree-Year- Institution)	Licenses - Certifications
Liz Jackson-Simpson, Chief Executive Officer	.05 FTE @ \$95/ hour	BA in Industrial Design, (SFSU) Organizational Leadership (UCBA)	N/A
Virginia Price, Evaluation	.05 FTE @ \$75/hour	BA Wellesley College 1974 MEd Cambridge College 1987 MPA Harvard University 1998	N/A
Angel Carrion, Youth Workforce Director	.20 FTE @ \$48/hour	Youth Development Specialist, Former Youth Commissioner	Credible Messenger
Betty Ricks, Healthy Choices Facilitator	.05 FTE @ \$43/hour	Social Worker – SF General Hospital, Community Health Worker	Addiction Specialist (CADC-CAS)
Giselle Bor, Career Advisor/JRT Instructor	.05 FTE @ \$43/hour	AS in Science, Los Medanos College	Wellness/Doula and Community Health
DeLoris Vaughn, Job Developer/JRT Instructor	.05 FTE @ \$43/hour	Three Years in Workforce Development	Credible Messenger/Former Client
Ivonne Twal, Program Assistant	.25FTE @ \$25/hour	Transitional Aged Youth, former Participant	N/A

## Tab 2: Project Philosophy and Service Model

Describe your organization's project approach and service model, including how proposed programs and services would be implemented, staffed, supported administratively, and delivered to clients on a consistent basis. Include the following information:

a) Describe the amount/frequency of your proposed direct services.

Success Centers will continue to provide the following services:

- **Case Management** This service will be provided ongoing, year-round.
- **Job Readiness Training (JRT)** will be provided for two hours daily, 5 days per week, and will be available year-round.
- **Job Placement/Employer Spotlights** This service will be available ongoing, year-round with two Employer Spotlights per month.
- **Support Groups/Workshops:** Each week, 2 one-hour long sessions will be scheduled. This service will be available year-round.
- **Mentorship:** This service will be provided ongoing, year-round.
- **Young Adult Subsidized Employment (YASE):** This program is ongoing, year-round.
- **Multi-Disciplinary Team:** Success Centers commits to participation in the weekly MDT meeting.

b) Describe any promising practices/evidence-based practices (EBP) your organization plans to implement to meet the requirements for this RFP. Please include the name of each curriculum/intervention that will be implemented.

Success Centers has melded four interrelated theoretic approaches into its service delivery to ensure an approach that is respectful, client-centered, and effective. These include:

1. **Trauma-Informed Services:** We expect that the overwhelming majority of our justice-involved youth will be trauma survivors whose life circumstances place them at extremely elevated risk for repeated traumas and/or recidivism. Accordingly, staff members will be trained to understand the complex impact of trauma on their work with youth and to minimize its impact wherever possible. Specific strategies include taking time to build a trusting relationship with a young person; providing a safe and secure setting for the provision of services, understanding the dynamics that may underlie puzzling client behavior by seeing the behavior through the lens of protection against further abuse; allowing clients freedom in the choices they make so as to maximize their feeling of efficacy and control; providing services from a strengths-based perspective that is future-oriented, goal-focused, and maximizes opportunities for success; and ensuring a 'warm hand-off' to any new providers allowing the youth to feel safe and in control.
2. **Positive Youth Development:** We believe that much of the strength of our work with youth arises from our youth development approach that is strength-based, engages youth as partners in the delivery of services, and champions their capacity to succeed. For example, our Job Readiness Training curriculum has been developed with extensive feedback from youth who have designed the activities, suggested field trips, and given frank input to what does not work for them. As a result, our curriculum is engaging and relevant to their lives.
3. **Growth Mindset:** Based on the pioneering work of Carol Dweck, Growth Mindset is grounded in neuroscience observation about the plasticity of brains and the capacity of individuals to grow beyond any perceived current limitations. Implementation of growth mindset begins with training staff to see youth as having enormous potential to contribute and succeed, rather than being limited by the circumstances of their current life. This, in turn, translates to positive

messages to the young people we work with, and helps them commit to their own growth and success by avoiding limiting beliefs about themselves and their lives.

4. **Restorative Justice:** Success Centers has borrowed heavily from the Restorative Justice framework, while not strictly engaging in the practices that define the modality. Our workshops emphasize to young people that they are an integral part of a community that needs their assistance. Our approach helps youth in developing empathy and compassion for others, seeing others as having emotional needs similar to themselves, and finding opportunities to give back.

Success Centers strongly believes in being current with standards in the education and workforce field and in exposing its staff to model practices whenever possible. It has designed its programs to incorporate best practices, as the following examples indicate:

a. The US Dept. of Labor, the leading workforce development funder in the nation, identifies employer engagement as key to effective workforce programming. All our employment programs include input from employers in the development of the curriculum, engage employers to do onsite Employer Spotlights to help applicants understand the employer's needs, and use employers to provide internships or apprenticeships as appropriate.

b. The US Dept. of Labor also identifies the use of supportive services in conjunction with workforce services when working with disadvantaged job seekers, such as the probation youth targeted in this application. As detailed elsewhere, Success Centers uses Career Advisors/Case Managers in all programs to ensure clients' holistic needs are met by connecting them to ancillary services at Success Centers or in the community.

c. The US Dept. of Labor indicates that the use of soft skills training which they define as "includ(ing) work-related skills like preparing a resume and understanding work expectations, as well as life skills that can be applied more broadly, including household management, financial literacy, and balancing work and parenting responsibilities" enhance effectiveness. Success Centers has integrated job readiness training, which includes all the above topics, into all our individual work as well as our group workforce programming.

d. Credible messenger is a new phrase for a concept that Success Centers has been implementing for years. This approach recognizes that young people who are justice involved or justice adjacent are more likely to connect with, trust, and internalize messaging from adults whom they consider credible. This includes service providers with shared backgrounds, experiences, and communities of upbringing. The Urban Institute has evaluated the first iteration of a government-funded credible messenger mentoring program in New York for its effects on future felony convictions of the young people it served. The evaluation found that reductions in recidivism by over 60% in the first year and 50% within two years.

*c) List your needs for physical space and/or equipment at the County during this engagement, if any, aside from space or equipment that would be provided by the County as an obvious aspect of the requested services (for example, space to treat patients, computers to document services, etc.).*

Success Centers does not require physical space or equipment from the County during this engagement. Services will be provided at our San Mateo County location, or onsite at continuing schools including Baden High School, Gateway High School, and Thornton High School.

d) Identify how you will meet all other aspects of the scope of work and related requirements stated above.

Success Centers staff will directly provide the services described. Proposed programming includes regular contact and relationship-building opportunities for participants and the agency's education and employment / life skills staff. These connections will be valuable resources for youth in the program when they embark on their career and education pathways.

e) List any items that you cannot provide.

Not applicable.

f) Provide information on any other pertinent services, if any, that you will offer that will reduce costs or enhance revenue for the County.

The services provided are complemented with funding from private and institutional funders including grants from foundations and corporations that are used to offset costs and lower price points for San Mateo County.

g) Please complete Exhibit B, being sure to identify all direct services provided through your program, including projected hours and clients for each. These must be consistent with your Project Budget (Exhibit C).

See Exhibit B.

## Exhibit B – Clients and Services

Please complete the following questions about your proposed services and clients.

1. Please tell us about your program, identifying the following:
  - a. The specific types of services you will provide. Be sure to indicate any use of curriculums/interventions you will implement that are evidence-based.
  - b. Where will these services be provided? Indicate geographical location as well as site.
  - c. What is the expected timing of these services?

Success Centers will continue to provide the following services:

- **Case Management** will form the backbone of services provided. Each youth will be assigned to a Case Manager whose work plan is to identify goals and barriers and then connect the youth to needed supports to build a base from which they may progress. The Case Manager will make referrals for supports including mental health services, childcare, housing, medical and dental care, substance abuse services, and any other needs a youth may have. The Case Manager will develop an individual “Steps to Success” service plan for each youth detailing their goals, services needed, barriers, and concrete steps towards progressing. Case Managers are responsible for ensuring that the plan contains realistic and attainable goals and that potential barriers have been identified, including those that youth and their families may not have considered. Youth will meet frequently with their Case Manager during the initial months in the program. Once they are successfully placed in employment, they will meet monthly with their Case Manager to ensure continued stability. If issues arise on the job, the Case Manager will meet onsite with the employer and youth to ensure prompt resolution of any potential problems.
- **Job Readiness Training (JRT)** is a simple but comprehensive curriculum designed to engage jobseekers to garner skills in the areas of resume writing, interviewing, how to search for the right job using technology, conflict resolution, punctuality, fraternization/authority issues, stress management, and financial literacy using the FDIC Money Start Curriculum. Topics covered include: Self Awareness, Career Exploration, Interview Skills, and Resume Writing with a “wrap up” chapter designed to allow students to discuss what they have learned and how to apply it to their lives. Built within each chapter are sub-sections that dive deeper into each topic such as career planning, barriers to employment, researching the job, interview questions, how to respond to questions about justice system involvement, resume critique, and a student evaluation. During these workshops participants are able to practice work maturity skills with staff who are knowledgeable of employers’ expectations. Through JRT, participants learn about community resources (transportation, One Stop centers, Department of Motor Vehicles, childcare, social services, vital document acquisition, etc.), Career Preparedness (vocational assessments, college and tech school training, SAT/ACT prep, financial aid assistance), Job Search Techniques (online applications, LinkedIn Learning, electronic portfolio, creating responsible social media presences, use of email), and Presentation Skills (PowerPoint, mock interviews, guest speakers, portfolio presentations, dress for success, and more).
- **Job Placement/Employer Spotlights** provide direct linkages to employment. Success Centers has developed a Bay Area network of more than 300 employers, many of whom have job sites in San Mateo County. Participants will work with staff to generate job leads and referrals to potential employers for job interviews and ultimately job placements. Staff will link clients to local job fairs. We will assist jobseekers by attending interviews at places of employment and by working with potential employers to have them visit and conduct Employer Spotlights to interview potential candidates onsite. Staff will follow up with clients and employers to see how interviews went and, upon hire, maintain contact with participants for a 3 to 12-month period to provide ongoing support as needed.

This follow-up work ensures that youth participants are successfully performing their job functions. Additionally, staff work closely with local employers to seek appropriate placements for potential candidates. Throughout this process, youth are given continuous coaching and mentoring, as well as refreshers related to their job readiness trainings (e.g., resume building, interview skills, etc.).

- **Support Groups/Workshops:** The Program Manager and Case Managers will facilitate support groups on topics of interest identified by the youth. These may include group sessions on topics such as Successfully Completing Probation, Goal-Setting, Dealing with Peer Pressure, Healthy Relationships, Art Groups, and topics identified by the youth participants.
- **Mentorship:** Success Centers staff provide mentorship for youth participants using the credible messenger approach. The young people we work with have developed a well-founded mistrust of adults and institutions. By employing staff who are reflective of the community served and who share multiple experiences with the participants along many dimensions—including their language, community residency, personal/familial involvement in the juvenile or criminal justice systems, being in recovery from substance use disorders, or having transitioned from welfare, among many others—youth recognize our staff as credible and believe their message. This allows us to provide mentorship that is effective and impactful.
- **Young Adult Subsidized Employment (YASE):** YASE allows young adults to gain work experience and employer connections to bridge into a high demand sectors. The YASE program creates a transition into career-track employment for young adults who have gained skills and knowledge through JRT, workshops, and classroom learning, but need additional support and training in order to achieve unsubsidized employment. The program aims to provide young people exposure to the workplace, work readiness and/or technical skills training, and a valuable work experience that enhances their employability skills and career awareness while supporting their overall personal development.
- **Multi-Disciplinary Team:** Success Centers commits to participation in the weekly MDT meeting.

2. Please tell us about your target client population.

Funding through JJCPA will be used for youth who are on probation and/or a part of the re-entry population. If awarded both these funds and funding through YOBG/JJRBG, these youth will continue programming that begins in detention and progress into community settings. As a whole, program participants are anticipated to continue to come from low-income communities of color from neighborhoods scattered throughout the county as identified in the local action plan: 90% of youth on probation or served by JJCPA/JPCF funding identified their race/ethnicity as non-White. Most of these youth are trauma survivors who have coped with multiple adverse childhood events including abuse/neglect, abandonment due to parental incarceration reflecting disproportional confinement within minoritized communities, disrupted bonding, and educational issues including learning disabilities – both diagnosed and undiagnosed. This aligns with the 2020-2025 LAP that identifies 70% of youth in juvenile justice system as diagnosed with a mental health disorder. Success Centers focuses Transitional Aged Youth (TAY) ages 16-24 with these services in high school settings designed for participants in the younger category of 16-19, further aligning with the most recent LAP. These youth often lack a frame of reference for the workplace and may be uncomfortable in professional settings, may not understand appropriate workplace norms including behavior and dress, may not have employed role models they can emulate, and may not have the skills to navigate systems such as childcare and transportation necessary for successful employment. Success Centers' support services are designed to be trauma-informed and coordinated via the multi-disciplinary team using credible messengers providing a holistic approach to youth development. We expect to serve a total of 20 youth annually.

Please complete the following for each direct service provided:

Direct Service Type	Number of Staff Providing Services	Number of Projected Hours	Number of Projected Clients
Case Management	1	1000	20
Job Readiness Training	1 staff + multiple volunteers	192	20
Job Placement/Employer Spotlights	1 staff + multiple volunteers	100	20
Mentorship	1	200	20
Young Adult Subsidized Employment (YASE)	1	100	20
Multi-Disciplinary Team: Input on education, vocational, health and wellness needs	3	75	N/A

**Tab 3: Protocols for Addressing Concerns**

a) In the event of a routine problem, who is to be contacted within your organization?

Any problem or concern should be addressed to the Chief Executive Officer.

b) In the event of the identification of a problem by the County, its clients/patients, and/or other applicable constituents, describe how you will address such problems and the timeframe for addressing them.

Any problem identified by the County, its clients/patients, and/or other applicable constituents would be brought to the attention of the Chief Executive Officer. The Chief Executive Officer would then assess the problem and determine how to best address the specific situation. The Chief Executive Officer would respond to the County, its client/patient, and/or other applicable constituent within one week.



**TAB 4: Claims, Licensure, Non-Discrimination, and Health Insurance Portability and Accountability Act (HIPAA) Violations Against Your Organization**

1. List any current licensure, HIPAA, non-discrimination claims against you/your organization and those having occurred in the past five years, especially any resulting claims or legal judgements against you.

There have been no licensure, HIPAA, non-discrimination claims against Success Center in the past five years.

### **TAB 5: Cost Analysis and Budget for Primary Services**

#### Direct Personnel costs:

##### Job Readiness Training (JRT)/Life Skills Workshops

Services to prepare program participants for career, work, and life opportunities

##### Job Placement/Employer Spotlights

Opportunities for program participants to learn about careers and active job listings from various employers and for different occupations

##### Young Adult Subsidized employment/On the Job Training (OJT)

Subsidized employment opportunities for new entrant job seekers. Program participants are placed into subsidized opportunities for up to 500 hours at \$18 per hour and receive support and supervision from staff.

##### Worksite Development/Placement

Job creation for program completers in unsubsidized employment

##### Career Advisor/Job Track

Intake, Assessment, and Individualized Service Plan (IEP) Strategy for Program Candidates

#### Direct Operating Costs

##### Program Materials

Purchase/procurement to support instructional needs for the construction and digital training components of the program, i.e. lumber, hand tools, curriculum, etc.

##### Program Travel

Cost of staff transportation to the YSC facility from Success Centers program sites

##### Telecommunications

Cost of doing business (training programs, intake/assessment meetings with department leadership, etc. in a hybrid operating environment)

##### Mentor Training/Professional Development

Enrollment in courses that ensure trainers and program staff have youth development and other professional qualifications to maintain the agency's cutting edge program delivery skills

##### Indirect Costs @ 10%

Cost of doing business to support the program, including insurance, bank fees, accounting, rent, evaluations, administrative management and oversight, etc.

Centers for Equity and Success, Inc. (Success Centers)  
RFP # PROB 2022-003: Request for Proposals for Youth & Family Programs JJPCA

Name of Program: Success Centers - JJCPA

**FISCAL YEAR 2023-24 (July 1, 2023 - June 30, 2024)**

**Budget Projections**

<b>A. Direct Personnel Costs</b>								
Services (by Type)	# of Staff	Rate (\$/hr/staff)	Indicator	Quarter 1 (7/1/23- 9/30/23)	Quarter 2 (10/1/23 - 12/31/23)	Quarter 3 (1/1/24 - 3/31/24)	Quarter 4 (4/1/24 - 6/30/24)	FY 2023-24 Total
Job Readiness Training	2	\$30.92	Number of Clients	5	8	8	5	20
			Number of Hours	50	50	50	52	202.00
			Amount (Rate * Hours * Staff)	\$3,092.08	\$3,092.08	\$3,092.08	\$3,215.76	\$12,492.00
Job Placement/OJT	3	\$21.85	Number of Clients	0	5	10	10	20
			Number of Hours	400	400	400	400	1600.00
			Amount (Rate * Hours * Staff)	\$8,740.00	\$8,740.00	\$8,740.00	\$8,740.00	\$34,960.00
Worksite Development/Placement	2	\$43.00	Number of Clients	2	5	3	5	5
			Number of Hours	7	15	15	15	52.00
			Amount (Rate * Hours * Staff)	\$602.00	\$1,290.00	\$1,290.00	\$1,290.00	\$4,472.00
Career Advisor/ Job Track	2	\$43.00	Number of Clients	5	8	8	5	20
			Number of Hours	65	65	65	65	260.00
			Amount (Rate * Hours * Staff)	\$5,590.00	\$5,590.00	\$5,590.00	\$5,590.00	\$22,360.00
<b>A. Direct Personnel Costs Total</b>				<b>\$18,024.08</b>	<b>\$18,712.08</b>	<b>\$18,712.08</b>	<b>\$18,835.76</b>	<b>\$74,284.00</b>

<b>B. Direct Operating Costs</b>						
Item	Indicator	Quarter 1 (7/1/23- 9/30/23)	Quarter 2 (10/1/23 - 12/31/23)	Quarter 3 (1/1/24 - 3/31/24)	Quarter 4 (4/1/24 - 6/30/24)	FY 2023-24 Total
Program Materials	Amount	\$200.00	\$200.00	\$100.00	\$50.00	\$550.00
Program Travel	Amount	\$200.00	\$200.00	\$200.00	\$200.00	\$800.00
Telecommunications	Amount	\$200.00	\$200.00	\$200.00	\$200.00	\$800.00
Mentor Training/Professional Development	Amount	\$100.00	\$100.00	\$100.00	\$100.00	\$400.00
<b>B. Direct Operating Costs Total</b>		<b>\$700.00</b>	<b>\$700.00</b>	<b>\$600.00</b>	<b>\$550.00</b>	<b>\$2,550.00</b>

	Quarter 1 (7/1/23- 9/30/23)	Quarter 2 (10/1/23 - 12/31/23)	Quarter 3 (1/1/24 - 3/31/24)	Quarter 4 (4/1/24 - 6/30/24)	FY 2023-24 Total
<b>A. Direct Personnel Costs Total</b>	\$18,024.08	\$18,712.08	\$18,712.08	\$18,835.76	\$74,284.00
<b>B. Direct Operating Costs Total</b>	\$700.00	\$700.00	\$600.00	\$550.00	\$2,550.00
<b>Total Direct Program Costs (A + B)</b>	\$18,724.08	\$19,412.08	\$19,312.08	\$19,385.76	\$76,834.00
<b>C. Indirect Costs (10%)</b>	\$1,872.41	\$1,941.21	\$1,931.21	\$1,938.58	\$7,683.40
<b>TOTAL FY 2023-24 BUDGET</b>	<b>\$20,596.49</b>	<b>\$21,353.29</b>	<b>\$21,243.29</b>	<b>\$21,324.34</b>	<b>\$84,517.40</b>

Centers for Equity and Success, Inc. (Success Centers)  
RFP # PROB 2022-003: Request for Proposals for Youth & Family Programs JJPCA

Name of Program: Success Centers - JJCPA

**FISCAL YEAR 2024-25 (July 1, 2024 - June 30, 2025)**

**Budget Projections**

**A. Direct Personnel Costs**

Services (by Type)	# of Staff	Rate (\$/hr/staff)	Indicator	Quarter 1 <small>(7/1/24 - 9/30/24)</small>	Quarter 2 <small>(10/1/24 - 12/31/24)</small>	Quarter 3 <small>(1/1/25 - 3/31/25)</small>	Quarter 4 <small>(4/1/25 - 6/30/25)</small>	FY 2024-25 Total
Job Readiness Training	2	\$30.92	Number of Clients	5	8	8	5	20
			Number of Hours	50	50	50	52	202.00
			Amount (Rate * Hours * Staff)	\$3,092.08	\$3,092.08	\$3,092.08	\$3,215.76	\$12,492.00
Job Placement/ Employer Spotlights	3	\$21.85	Number of Clients	2	2	5	2	10
			Number of Hours	400	400	400	400	1600.00
			Amount (Rate * Hours * Staff)	\$8,740.00	\$8,740.00	\$8,740.00	\$8,740.00	\$34,960.00
Worksite Development/Pla	2	\$43.00	Number of Clients	2	5	3	5	5
			Number of Hours	7	15	15	15	52.00
			Amount (Rate * Hours * Staff)	\$602.00	\$1,290.00	\$1,290.00	\$1,290.00	\$4,472.00
Career Advisor/ Job Track	2	\$43.00	Number of Clients	5	8	8	5	20
			Number of Hours	65	65	65	65	260
			Amount (Rate * Hours * Staff)	\$5,590.00	\$5,590.00	\$5,590.00	\$5,590.00	\$22,360.00
<b>A. Direct Personnel Costs Total</b>				<b>\$18,024.08</b>	<b>\$18,712.08</b>	<b>\$18,712.08</b>	<b>\$18,835.76</b>	<b>\$74,284.00</b>

**B. Direct Operating Costs**

Item	Indicator	Quarter 1 <small>(7/1/24 - 9/30/24)</small>	Quarter 2 <small>(10/1/24 - 12/31/24)</small>	Quarter 3 <small>(1/1/25 - 3/31/25)</small>	Quarter 4 <small>(4/1/25 - 6/30/25)</small>	FY 2024-25 Total
Program Materials	Amount	\$200.00	\$200.00	\$100.00	\$50.00	\$550.00
Program Travel	Amount	\$200.00	\$200.00	\$200.00	\$200.00	\$800.00
Telecommunications	Amount	\$200.00	\$200.00	\$200.00	\$200.00	\$800.00
Mentor Training/Professional Development	Amount	\$100.00	\$100.00	\$100.00	\$100.00	\$400.00
<b>B. Direct Operating Costs Total</b>		<b>\$700.00</b>	<b>\$700.00</b>	<b>\$600.00</b>	<b>\$550.00</b>	<b>\$2,550.00</b>

	Quarter 1 <small>(7/1/24 - 9/30/24)</small>	Quarter 2 <small>(10/1/24 - 12/31/24)</small>	Quarter 3 <small>(1/1/25 - 3/31/25)</small>	Quarter 4 <small>(4/1/25 - 6/30/25)</small>	FY 2024-25 Total
<b>A. Direct Personnel Costs Total</b>	\$18,024.08	\$18,712.08	\$18,712.08	\$18,835.76	\$74,284.00
<b>B. Direct Operating Costs Total</b>	\$700.00	\$700.00	\$600.00	\$550.00	\$2,550.00
<b>Total Direct Program Costs (A + B)</b>	\$18,724.08	\$19,412.08	\$19,312.08	\$19,385.76	\$76,834.00
<b>C. Indirect Costs (10%)</b>	\$1,872.41	\$1,941.21	\$1,931.21	\$1,938.58	\$7,683.40
<b>TOTAL FY 2024-25 BUDGET</b>	<b>\$20,596.49</b>	<b>\$21,353.29</b>	<b>\$21,243.29</b>	<b>\$21,324.34</b>	<b>\$84,517.40</b>

Centers for Equity and Success, Inc. (Success Centers)  
RFP # PROB 2022-003: Request for Proposals for Youth & Family Programs JJPCA

Name of Program: Success Centers - JJCPA

**FISCAL YEAR 2025-26 (July 1, 2025 - June 30, 2026)**

**Budget Projections**

A. Direct Personnel Costs								
Services (by Type)	# of Staff	Rate (\$/hr/staff)	Indicator	Quarter 1 (7/1/25 - 9/30/25)	Quarter 2 (10/1/25 - 12/31/25)	Quarter 3 (1/1/26 - 3/31/26)	Quarter 4 (4/1/26 - 6/30/26)	FY 2025-26 Total
Job Readiness Training	2	\$30.92	Number of Clients	5	8	8	5	20
			Number of Hours	50	50	50	52	202.00
			Amount (Rate * Hours * Staff)	\$3,092.08	\$3,092.08	\$3,092.08	\$3,215.76	\$12,492.00
Job Placement/ Employer Spotlights	3	\$21.85	Number of Clients	2	2	5	2	20
			Number of Hours	400	400	400	400	1600.00
			Amount (Rate * Hours * Staff)	\$8,740.00	\$8,740.00	\$8,740.00	\$8,740.00	\$34,960.00
Worksite Development/Pla	2	\$43.00	Number of Clients	2	5	3	5	5
			Number of Hours	7	10	15	15	47.00
			Amount (Rate * Hours * Staff)	\$602.00	\$860.00	\$1,290.00	\$1,290.00	\$4,042.00
Career Advisor/ Job Track	2	\$43.00	Number of Clients	5	8	8	5	20
			Number of Hours	65	65	65	65	260
			Amount (Rate * Hours * Staff)	\$5,590.00	\$5,590.00	\$5,590.00	\$5,590.00	\$22,360.00
<b>A. Direct Personnel Costs Total</b>				<b>\$18,024.08</b>	<b>\$18,282.08</b>	<b>\$18,712.08</b>	<b>\$18,835.76</b>	<b>\$73,854.00</b>

B. Direct Operating Costs						
Item	Indicator	Quarter 1 (7/1/25 - 9/30/25)	Quarter 2 (10/1/25 - 12/31/25)	Quarter 3 (1/1/26 - 3/31/26)	Quarter 4 (4/1/26 - 6/30/26)	FY 2025-26 Total
Program Materials	Amount	\$200.00	\$200.00	\$100.00	\$50.00	\$550.00
Program Travel	Amount	\$200.00	\$200.00	\$200.00	\$200.00	\$800.00
Telecommunications	Amount	\$200.00	\$200.00	\$200.00	\$200.00	\$800.00
Mentor Training/Professional Development	Amount	\$100.00	\$100.00	\$100.00	\$100.00	\$400.00
<b>B. Direct Operating Costs Total</b>		<b>\$700.00</b>	<b>\$700.00</b>	<b>\$600.00</b>	<b>\$550.00</b>	<b>\$2,550.00</b>

	Quarter 1 (7/1/25 - 9/30/25)	Quarter 2 (10/1/25 - 12/31/25)	Quarter 3 (1/1/26 - 3/31/26)	Quarter 4 (4/1/26 - 6/30/26)	FY 2025-26 Total
<b>A. Direct Personnel Costs Total</b>	\$18,024.08	\$18,282.08	\$18,712.08	\$18,835.76	\$73,854.00
<b>B. Direct Operating Costs Total</b>	\$700.00	\$700.00	\$600.00	\$550.00	\$2,550.00
<b>Total Direct Program Costs (A + B)</b>	<b>\$18,724.08</b>	<b>\$18,982.08</b>	<b>\$19,312.08</b>	<b>\$19,385.76</b>	<b>\$76,404.00</b>
<b>C. Indirect Costs (10%)</b>	\$1,872.41	\$1,898.21	\$1,931.21	\$1,938.58	\$7,640.40
<b>TOTAL FY 2025-26 BUDGET</b>	<b>\$20,596.49</b>	<b>\$20,880.29</b>	<b>\$21,243.29</b>	<b>\$21,324.34</b>	<b>\$84,044.40</b>

	FY 2023-24 Total	FY 2024-25 Total	FY 2025-26 Total	Project Total
<b>A. Direct Personnel Costs Total</b>	\$74,284.00	\$74,284.00	\$73,854.00	\$222,422.00
<b>B. Direct Operating Costs Total</b>	\$2,550.00	\$2,550.00	\$2,550.00	\$7,650.00
<b>Total Direct Program Costs (A + B)</b>	<b>\$76,834.00</b>	<b>\$76,834.00</b>	<b>\$76,404.00</b>	<b>\$230,072.00</b>
<b>C. Indirect Costs Total</b>	\$7,683.40	\$7,683.40	\$7,640.40	\$23,007.20
<b>TOTAL PROGRAM BUDGET</b>	<b>\$84,517.40</b>	<b>\$84,517.40</b>	<b>\$84,044.40</b>	<b>\$253,079.20</b>

## **TAB 6: Quality/Program Evaluation**

### **1) Describe how your agency/organization currently uses data to inform your work with clients.**

Success Centers is committed to maintaining thorough and accurate documentation via hard copy and electronic data systems. Each participant has a paper file that contains intake information, demographic data, records (if any) from referral and other agencies, permissions and consents, and related information. Outcomes are tracked electronically in the Casebook database for all participants in the program and are used for program evaluation and to guide program development.

Quarterly, the Success Centers Data Management Team consisting of the CEO, COO, and the Data Management Team Leader will meet with program management to review program performance to date, identify trends, review goals, ensure compliance with funder expectations and identify any needed modifications.

Success Centers has contracted with Bookr for data management services. They will review all funder requirements, ensure Casebook (our data management program), is compliant with those requirements, and produce bi-weekly reports to management on intakes, discharges and missing data.

### **2) Describe your organizations current capacity to successfully collect the required data specified in Section II - SCOPE OF WORK AND SPECIAL PROVISIONS, II.3, B. 1. Data reports will be required on a quarterly basis; describe how your organization will ensure the timely submission of data.**

Success Centers has the capacity to successfully implement data collection for all required reporting. As detailed in Tab 1, the agency manages multiple government contracts for workforce services including contracts with the US Dept. of Labor, the SF Office of Economic and Workforce Development, the Oakland Workforce Investment Board, and the SF Dept. of Children, Youth and their Families, among others. Systems are in place to monitor and ensure timely transmission of data and that all programs are in full compliance with funders' data expectations.

For this program, Success Centers' Data Management Team will be responsible for ensuring that all required data fields are incorporated into our Casebook database prior to the implementation of services. This will include the demographics, level of service delivery, and outcomes achieved. The Program Manager will be responsible for training all staff in the data system and for oversight of data collection. Staff are required to enter data on a daily basis to ensure the program management has access to real time data on the program functioning.

The Program Manager will be supported by Success Centers' data management team who will do weekly audits of paper and electronic files, transitioning to monthly reviews as the team becomes fluent in the systems. The Program Manager is responsible for timely submission of data with oversight from the Chief Operating Officer.

### **3) List method(s) by which your agency currently tracks Units of Service (Program Level Data). This may include databases and/or software.**

As described above, staff enter data into Casebook on a daily basis as services are delivered. In addition, the program maintains logs of workshops and JRT sessions offered. At month's end, the Program Manager is responsible for compiling data from the platform and submitting it to the CFO for development of the quarterly invoices.

### **TAB 7: References**

Chief Katherine Miller  
SF Juvenile Probation Department  
375 Woodside Ave.  
San Francisco, CA 94127  
415/753-7556  
[katherine.miller@sfgov.org](mailto:katherine.miller@sfgov.org)

Jazmine Dawson, Director of Violence Prevention Services  
Department of Children Youth and Families  
1390 Market Street, 9<sup>th</sup> Floor  
San Francisco, CA 94102  
415/554-8990  
[jazmine.dawson@dcyf.org](mailto:jazmine.dawson@dcyf.org)

Shelly Johnson, Principal, SMCOE  
Court & County School 101 Twin Dolphin Dr.  
Redwood City, CA 94065  
415/298-2355  
[sjohnson@smcoe.org](mailto:sjohnson@smcoe.org)



**Tab 8: Statement of Compliance with County Contractual Requirements**

Success Centers confirms that it has received the standard contract template. Success Centers confirms its commitment and ability to comply with each of the terms of the County's standard template contract, including but not limited to the following:

- Hold Harmless provision
- Liability Insurance requirements
- Non-discrimination policy
- Equal Employment Opportunity requirements
- Equal Benefits Ordinance
- Living Wage Ordinance
- Jury Service Ordinance
- All other provisions of the County's standard template contract

In addition, Success Centers agrees to have any disputes regarding the contract venued in San Mateo County or Northern District of California. Success Centers has no objections to any terms in the County's standard contract template and is prepared to sign the County standard contract template as is.



**San Mateo County**  
Tabulation Report RFP #PROB 2022-003 - Youth and  
Family Programs  
Vendor: StarVista

**General Comments:**

**General Attachments:** Exhibit C - JJCPA-JPCF RFP\_2023-26\_Budget Spreadsheet BOTH COMBINED.xlsx  
JJCPA JPCF STARVISTA PROPOSAL FY23-26.pdf



# STAR VISTA

**Application for Consideration of JJCPA/JPCF Funding**

**RFP No. PROB 2022-003**

Youth and Family Programs

County of San Mateo Probation Department

Submitted January 9<sup>th</sup>, 2023



# STAR VISTA

January 5<sup>th</sup>, 2023  
Darlene Hansen, Management Analyst  
Juvenile Services Division  
County of San Mateo Probation Department  
222 Paul Scannell Drive  
San Mateo, CA 94402

**RE: Cover Letter for Youth and Family Programs, RFP #PROB 2022-003**

Dear Ms. Hansen,

We are excited to submit a proposal on behalf of StarVista for Youth and Family Programs, in response to RFP #PROB 2022-003, in support of StarVista's Insights, SOY, and VIA programs. Please note that some tabs/exhibits may have exceeded the page limits set forth to accommodate proposal materials for all three programs. Also, Exhibit C is included both in the PDF file and attached in Excel format.

StarVista's Insights, SOY and VIA programs align with the San Mateo County Probation Department's goals to promote resiliency, pro-social behavior, and emotional wellbeing as well as decrease youth involvement in the juvenile justice system. In response to this RFP, StarVista proposes to provide 4 services to support youth and their parents: **Behavioral Health (Mental Health Substance Abuse), Parenting & Family Therapy, Victim Impact Awareness, and a Parenting Program.**

I am the person authorized to represent StarVista in negotiations. The contact person for details regarding this proposal is:

Shareen Leland, M.S., LMFT; Chief Clinical Officer  
610 Elm Street, Suite 212; San Carlos, CA 94070-3070  
Office: (650) 591-9623 x116 – Fax: (650) 591-9750 – [Shareen.Leland@Star-Vista.org](mailto:Shareen.Leland@Star-Vista.org)

Please also feel free to contact me via email at [SMitchell@Star-Vista.org](mailto:SMitchell@Star-Vista.org) or by phone at (650) 591-9623 x112 if you have any questions. Thank you for your consideration.

Sincerely,

Sara Larios Mitchell, Ph.D., MACP  
Chief Executive Officer

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## TAB 1: Qualifications and Experience

### A) Statement of qualifications

#### Summary

StarVista is a well-established 501(c)(3) nonprofit organization based in San Mateo County, California. Our mission is *to deliver high impact services through counseling, skill development, and crisis prevention to children, youth, adults, and families*. In 1966, StarVista began delivering programs offering crisis intervention, youth development and alternatives to the criminal justice system in San Mateo County. The agency has since grown to a staff of 191, a 13-member board of directors, over 25 volunteers, and an annual budget of \$18,170,000. Please see the **organizational chart** following Exhibit A for details.

#### Description of StarVista's Services

Through nearly 30 programs that support San Mateo County's diverse communities, StarVista's services:

1. **Empower Individuals:** StarVista empowers individuals through youth leadership and development programs, child and parent services and support groups, early childhood consultation for childcare providers, victim impact awareness services, and mental health services for people of all ages.
2. **Inspire Hope:** StarVista inspires hope through substance abuse treatment, transitional housing programs, and extensive mental health services for youth (such as youth without housing, with mental health or substance use challenges, or who have foster care or juvenile justice histories).
3. **Strengthen Community:** StarVista's school-based counseling, San Mateo County Pride Center for LGBTQ+ individuals, and 24/7 crisis intervention and suicide prevention services strengthen community and connect people to the vital services they need to build happy, healthy lives.

StarVista's programs that specifically support youth facing life challenges include Daybreak, Transitional Youth Services (TYS), Youth Development Initiative (YDI), HAP-Y, Foster Youth Education and Enrichment Services (FYEES), and a range of youth-centered services provided by our Crisis Intervention and Suicide Prevention Center (including a hotline, online peer chat room, texting line, and school presentations).

#### Extent of Experience/History Providing the Services Requested

StarVista has extensive experience providing services for youth at risk of involvement in the justice system, youth already involved with the system, and their families. During the 1970s, a Youth Service Bureau designed to specifically address issues of increasing juvenile involvement in the justice system created much of the foundation that nearly all of StarVista's programs developed from. Youth are referred to StarVista's programs from Drug Court, Juvenile Probation, and/or the Youth Services Center.

**StarVista has lengthy experience in the four areas of PROB 2022-003 to which we are responding:**

*Behavioral Health, Parenting & Family Therapy, Victim Impact Awareness, and Parenting Program.*

Highlights of our experience relevant to those service areas are described below.

#### **Behavioral Health**

*Insights:* Established in 1994, Insights offers early intervention and family-focused individual or peer group support sessions—along with case management—for first-time offenders, youth on probation, and other at-risk youth. For youth with emerging substance abuse problems, it also offers more intensive family counseling, as appropriate. Core evidence-based strategies of our cognitive behavioral approach to treatment are **Seeking Safety**, a treatment model for mental health, trauma and substance abuse developed in 1992 by Dr. Lisa Najavits; and **Mindfulness Substance Abuse Treatment**, a model of treatment for mental health, substance abuse, mindfulness, and trauma work published and established in 2015 by Sam Himmelstein and Stephen Saul. Insights clients, aged 12-21 years old, learn about anger management, relationships, mental health, family communication, and many other topics.

*Strengthening Our Youth (SOY)*: StarVista has operated the SOY program in conjunction with the San Mateo County Department of Probation since 2006. This middle and high school program is based on Project SUCCESS, a SAMHSA-recognized model to prevent and reduce adolescent substance use and abuse. SOY strives to reduce symptoms, build youth assets, and encourage healthy, productive lives by providing a safe and caring environment for at-risk students and their families. SOY represents years of collaborative efforts between StarVista, the Probation Department, and local school districts.

### **Parenting & Family Therapy**

*Insights*: The Insights program described above incorporates family-focused therapy, including intensive family counseling as indicated by emerging substance abuse problems. Family Skills Training, a cognitive behavioral therapy (CBT) model, provides parents, caretakers, and other family members with new skills to support prosocial behaviors, and trains families to deal with challenging adolescent behavior.

### **Victim Impact Awareness**

*Victim Impact Awareness (VIA)*: StarVista's VIA program has been in operation for 19 years. Part of StarVista's Counseling Center, VIA is a 7- to 8-week educational program that culminates in an active reparation meeting with victims. The program currently has a 20% recidivism rate. The program trainer, Dr. Robin Schulte, is a trained mental health professional who has contributed to the San Mateo County Probation Department on the development of probation-related services for 16 years and has worked closely with that department to make VIA more effective. The Probation Department provides all referrals for the VIA program and general oversight of the services provided to each youth participant.

### **Parenting Program**

*Insights*: Insights launched a Parenting Program in 2023 to provide parents of court-ordered or probation youth with knowledge, tools and resources to improve youth outcomes. This 10-week program teaches parents how to increase communication, intervene with substance abuse, strengthen parent-teen relationships, improve teen school performance, and use active listening and discipline.

- B) StarVista will assign 7.483 FTEs to this project:** 3.125 for Insights, 0.108 for VIA, 4.25 for SOY.
- C) StarVista has 191 employees** (including 137 full-time and 20 part-time staff) and **2 consultants**.
- D) Exhibit A: Contracts serving at-risk or justice-involved youth:** Please see Exhibit A on the next page.
- E) Exhibit A: Professional qualifications of assigned staff:** Please see Exhibit A on the next page.

## Exhibit A: Proposers Statements

**1. List contracts completed in last three years with at-risk youth and/or youth on probation.**

Year	Contracting Agency	Type of Service	Location	Amount
2019-2022 (ongoing renewal)	San Mateo County Behavioral Health and Recovery Services	Mental Health Services, Alcohol and Other Drug Treatment (AOD)	GIRLS Insights – Redwood City and Daly City Locations	\$214,817 \$681,691 ((\$233,092 in FY21-22))
2019-2022 (ongoing renewal)	San Mateo County Human Services Agency	Mental Health Services, Housing	Daybreak	\$705,080 ((\$240,697 for FY21-22))

**2. List contracts, or other commitments (e.g. consulting arrangements), currently in force.**

Year	Contracting Agency	Type of Service	Location	Amount
FY22-23	Cities	Varies	Varies	\$48,645
FY22-23	First 5 San Mateo County	Early Childhood Services	Varies	\$310,000
FY22-23	Dept. of Health & Human Services	Runaway and Homeless Youth Services	Daybreak	\$250,000
FY22-23	County of San Mateo	Varies (Mental Health Services, HSA, BHRS, AOD, etc.)	Varies	\$13,921,861
FY22-23	Other Contracts/ Income	Varies	Varies	\$1,828,169

\*Above is a list of all local, state and federal government contracts currently in force.

**3. Provide details of any failure or refusal to complete a contract.**

StarVista has not failed or refused to complete a contract.

**4. Provide professional qualification for each individual that would be assigned to provide services requested in this RFP.**

**Insights Program**

Personnel Name	FTE/Salary	Applicable Degrees (Degree-Year-Institution)	Professional Licenses - Certifications for EBP	Child & Adolescent Needs and Strengths (CANS) Assessment Tool Certification
Jessica Sanchez-Martinez, LMFT	1.0 FTE/\$93,600 plus benefits	MS, Counseling with concentration in Marriage, Family & Child Counseling,	LMFT, #118530	Check one: <input type="checkbox"/> Not trained <input type="checkbox"/> Trained <input checked="" type="checkbox"/> Super Trained



		2017, San Francisco State University		Certification Date: <u>August 2017</u>
Linda Allen, Intern Coordinator, AMFT	0.6 FTE/\$60,000 plus benefits	MA, Counseling (concentration in Marriage, Family & Child Counseling), 2021, Palo Alto University	AMFT #130914 Registered Addiction Counselor 14850-RAC	Check one: <input type="checkbox"/> Not trained <input checked="" type="checkbox"/> Trained <input type="checkbox"/> Super Trained Certification Date: <u>October 9, 2022</u>
Georgette Esquivel, Bilingual Intake Coordinator, AMFT	1.0 FTE/\$73,000 plus benefits	MS, Clinical Psychology, Notre Dame de Namur University, 2021	AMFT#121072 APCC#8316	Check one: <input checked="" type="checkbox"/> Not trained <input type="checkbox"/> Trained <input type="checkbox"/> Super Trained Certification Date: <u>Will be trained when assigned JJCPA client</u>
Justin Hartford, Mental Health Clinician	0.6 FTE/\$60,000 plus benefits	MA, Counseling Psychology-Emphasis in MFT, Pacifica Graduate Institute, 2021	AMFT 126736	Check one: <input checked="" type="checkbox"/> Not trained <input type="checkbox"/> Trained <input type="checkbox"/> Super Trained Certification Date: <u>Will be trained when assigned JJCPA client</u>
Master and Doctoral level Interns	Varies	Current enrollment in an accredited Master's or Doctoral level graduate program	MFT trainees and Doctoral Practicum Students supervised by licensed MFT, PsyD or PhD	Check one: <input type="checkbox"/> Not trained <input checked="" type="checkbox"/> Trained <input type="checkbox"/> Super Trained Certification Date: <u>Will be trained</u>

**Victim Impact Awareness (VIA) Program**

Personnel Name	FTE/Salary	Applicable Degrees (Degree-Year-Institution)	Professional Licenses - Certifications for EBP	Child & Adolescent Needs and Strengths (CANS) Assessment Tool Certification
Robin Schulte	0.15 FTE, \$30.00/hr, plus benefits	PhD, Psychology, 2005 MA/MFT, 1998, University of San Francisco	PSB34442	Check one: <input type="checkbox"/> Not trained <input checked="" type="checkbox"/> Trained <input type="checkbox"/> Super Trained Certification Date: _____
Nancy Quiggle	0.008 FTE, \$125,424/yr, plus benefits	PhD in Clinical Psychology, 2004,	PSY109871	Check one: <input checked="" type="checkbox"/> Not trained <input type="checkbox"/> Trained

		Vanderbilt University		<input type="checkbox"/> Super Trained Certification Date: <u>Can be trained</u>
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**Strengthening Our Youth (SOY) Program**

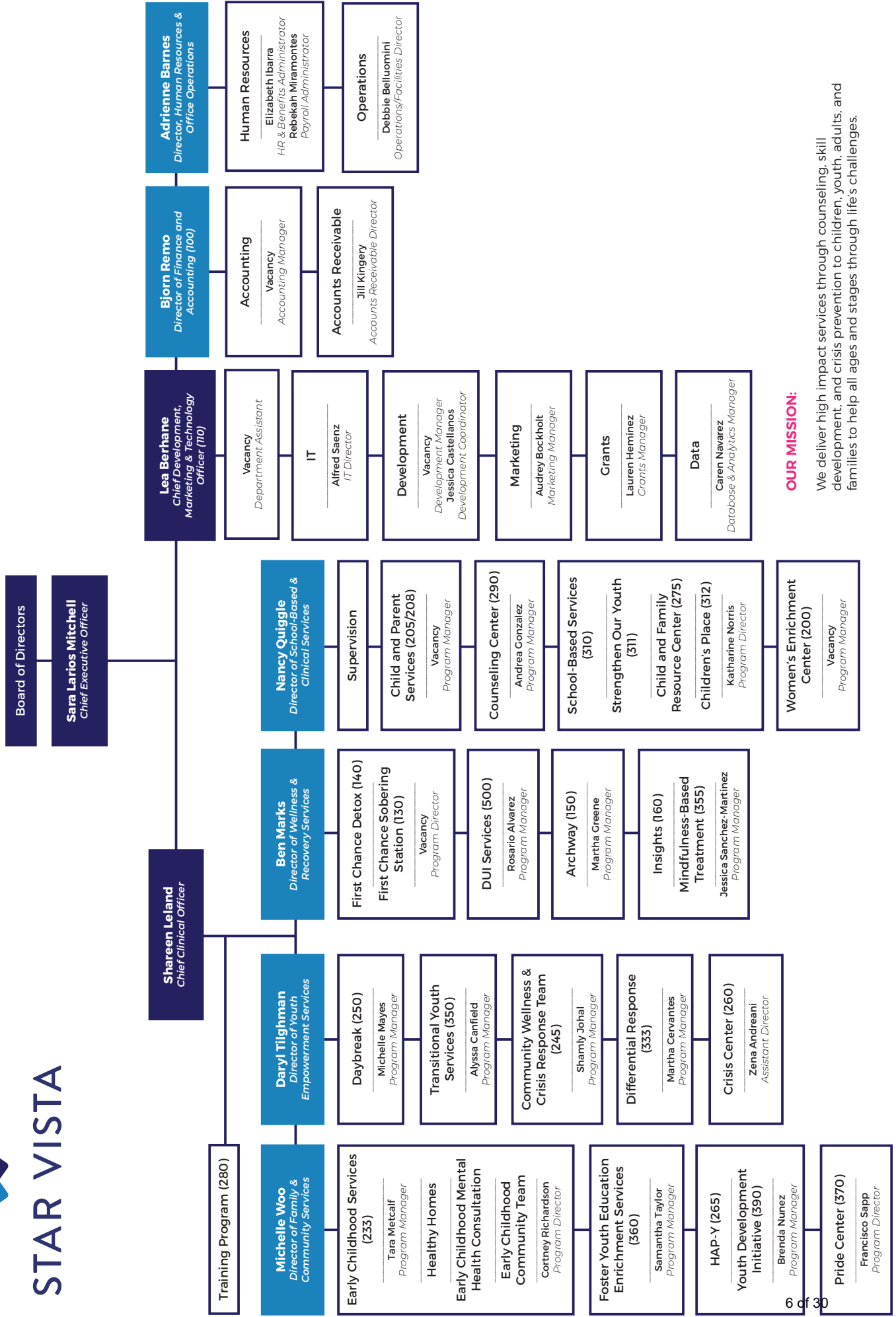
Personnel Name	FTE/Salary	Applicable Degrees (Degree-Year-Institution)	Professional Licenses - Certifications for EBP	Child & Adolescent Needs and Strengths (CANS) Assessment Tool Certification
Catina Chang, PsyD	1.0 FTE/ \$27.00/hr, plus benefits	PsyD, PhD, Clinical Psychology (Alliant International University)	PSY94024730	Check one: <input type="checkbox"/> Not trained <input checked="" type="checkbox"/> Trained <input type="checkbox"/> Super Trained Certification Date: <u>9/9/2022</u>
Corinne Hajnik, LMFT	0.5 FTE/ \$25.00/hr, plus benefits	MA, Counseling Psychology, 2014, Notre Dame de Namur University	Licensed Marriage and Family Therapist, #112041	Check one: <input type="checkbox"/> Not trained <input type="checkbox"/> Trained <input checked="" type="checkbox"/> Super Trained Certification Date: <u>7/20/2020</u>
Roxanne Silver, AMFT	1.0 FTE/ \$35.00/hr, plus benefits	MA, Clinical Psychology, 2021, Notre Dame de Namur University	AMF132574	Check one: <input checked="" type="checkbox"/> Not trained <input type="checkbox"/> Trained <input type="checkbox"/> Super Trained Certification Date: <u>Can be trained</u>
Kathrin Braeuninger-Weimer, Psych intern	0.5 FTE/intern	PhD Doctoral Re-Specialization Student-California School of Professional Psychology	Under supervision of: Nancy Quiggle, PhD PSY109871	Check one: <input checked="" type="checkbox"/> Not trained <input type="checkbox"/> Trained <input type="checkbox"/> Super Trained Certification Date: <u>Can be trained</u>
Vacant	1.5 FTE	N/A	N/A	Check one: <input checked="" type="checkbox"/> Not trained <input type="checkbox"/> Trained <input type="checkbox"/> Super Trained Certification Date: <u>Can be trained</u>



# STAR VISTA

# ORGANIZATIONAL CHART

FY2022-23



### OUR MISSION:

We deliver high impact services through counseling, skill development, and crisis prevention to children, youth, adults, and families to help all ages and stages through life's challenges.

## TAB 2: Project Philosophy and Service Model

### A) Below are the amount and frequency details for each of our proposed direct services:

- **Insights Behavioral Health:**
  - **Intake Assessment & Service Planning** services are provided once per client as referred. Each client receives about an hour and a half intake, assessment, and screening.
  - **Individual Counseling** services are provided weekly for an average of 12 weeks.
  - **Group Therapy** services are provided weekly for an average of 12 weeks.
- **Strengthen Our Youth (SOY) Behavioral Health:**
  - **Assessment** services take place over 3 sessions and additionally if appropriate/needed.
  - **Individual Therapy** service frequency and amount vary by client needs.
  - **Group Therapy** services take place weekly for 6-12 weeks.
  - **AOD Prevention and Counseling** service frequency and amount vary by client needs.
  - **Parent Engagement** education and support groups occur weekly or as needed by clients.
  - **Case Management** service frequency and amount vary by client needs.
  - **Crisis Management** services are provided as crises arise and vary in frequency and amount.
- **Insights Parenting & Family Therapy** services are provided as needed, as referred. Clients participate in family therapy for 12 weeks on average, but this varies by client needs.
- **Victim Impact Awareness (VIA)** services are provided through 4 cohorts/year. Each cohort meets for 75 minutes per week for 7-8 weeks and serves up to 16 youth each.
- **Insights' Parenting Program** occurs weekly for 10 weeks for a total of 10 sessions per participant.

### B) Promising/evidence-based practices to be implemented to meet RFP requirements

StarVista's capacity, direct and relevant experience with the population, and JJCPA programming features make it uniquely positioned to fulfill the requirements for services outlined in the RFP for *Behavioral Health, Parenting & Family Therapy, Victim Impact Awareness, and Parenting Program*. The agency's trauma-informed, culturally responsive philosophy and service model has been developed from StarVista staff's years of experience understanding the cognitive, emotional, neurological, psychological, behavioral, and social impact that traumatic experiences can have on young people—especially those involved in the juvenile justice system. All clinical services provided at StarVista are filtered through a trauma-informed lens, creating a safe, supportive, youth-friendly environment for participants. StarVista practices, curricula, and interventions specifically relevant to this proposal include:

#### For Insights' Behavioral Health Services

- **Seeking Safety**, an evidence-based model that helps individuals achieve safety from substance abuse and/or trauma without retraumatizing them during the treatment process. StarVista will use 12 topics from Seeking Safety's curriculum to align with the Insights' 12-week programming and ensure data collection, service evaluation and fidelity. Topics often utilized at Insights include Safety, Detaching from Emotional Pain (Grounding), When Substances Control You, Asking For Help, Coping With Triggers, Taking Good Care of Yourself, Setting Boundaries in Relationships, Red and Green Flags, Honesty, Commitment, Community Resources, and Healthy Relationships.
- **Motivational Interviewing (MI)**, an evidence-based, client-centered, goal-oriented counseling method that helps clients explore and resolve ambivalence. MI utilizes a non-judgmental, non-confrontational approach to acknowledge where the client is and increase client self-awareness.
- **Cognitive Behavioral Therapy (CBT)**, the most prevalent evidence-based psycho-social intervention for treating a variety of mental health disorders, is an action-oriented process that empowers youth

to take control over their own behavior, emotions, and thought processes. It is highly effective in addressing aggression, depression, anxiety, substance use, and behavioral disorders in adolescents.

- **Mindfulness-Based Substance Abuse Treatment for Adolescents**, an evidence-based curriculum incorporating mindfulness, self-awareness, and substance abuse treatment strategies. This curriculum includes psychoeducation about substance abuse and relapse prevention strategies.
- **Anger Replacement Training (ART)**, a research-based practice to address youth with challenging behavior issues. ART teaches youth techniques how to replace antisocial behaviors with positive alternatives, respond to anger in a nonaggressive manner, and empathize with others.
- **AOD/Mental Health Psychoeducation**, a holistic approach to understanding substance use and mental health. In addition to therapy, youth can participate in groups that educate them about various substances and the physiological impacts of substances on the body and brain.

#### For Insights' Parenting & Family Therapy services

- **Family Skills Training**, a CBT model that provides parents, caretakers, and other family members with new skills to support pro-social behaviors, and trains families to deal with challenging adolescent behavior. Evidence has shown that one of the most important factors in overcoming substance abuse and juvenile justice issues amongst our youth is family involvement.
- **Functional Family Therapy**, derived from Applied Behavior Analysis' theoretical framework, is known for its efficacy in reducing recidivism and increasing family cohesion. Goals include redefining the problem, reducing negativity and blame within the family, understanding family contexts, increasing hope, obtaining small obstacle changes, and motivating family to be active treatment participants.

#### For Strengthening Our Youth's Behavioral Health services

- **Project SUCCESS**, a research-based substance abuse prevention and early intervention program for youth. Trained counselors are placed in schools to work with youth (individually or groups), conduct prevention/education programs, consult with school staff, coordinate school substance abuse services and policies, and refer students/families to substance abuse and/or mental health services.
- **Seeking Safety** (see above)
- **Dialectical Behavior Therapy (DBT)**, designed in the 1980s to help people suffering from borderline personality disorder, has been effective for mood disorders and changing behavioral patterns. A modified form of CBT, DBT focuses on acceptance and change to navigate difficult presenting issues.
- **Trauma-Informed Systems**, an evidence-based practice in which all parties involved recognize and respond to the impact of traumatic stress on those who have contact with the system (e.g., children, caregivers, service providers).
- **Brief Intervention for Substance Using Adolescents**, a short-term counseling intervention aimed towards youth who use alcohol or other drugs. This intervention uses motivational interviewing, cognitive behavior therapy and the Stages of Change model to meet the needs of adolescents.
- **Strengths-based Therapy**, a type of positive psychotherapy that helps clients focus on internal strengths and resources rather than weaknesses, failures, or shortcomings. It allows clients to build positive mindsets that build on their best qualities and improve resilience.
- **Motivational Interviewing (MI)**, born from Carl Roger's person-centered approach to counseling, helps youth commit to change through resolving ambivalent feelings and insecurities to find the internal motivation needed to change their behaviors.

#### For the Counseling Center's Victim Impact Awareness services

- StarVista's **Victim Impact Awareness (VIA)** services curriculum has been developed over nearly 2 decades and evolved through StarVista's work with the Probation Department. The curriculum is designed to show students what it's like to be a victim and help them understand why they committed the crimes they were charged with. They gain perspective through various activities,

videos, discussions, and class speakers. In addition, they are given the opportunity to learn about mediation and to possibly consider experiencing mediation after the class has been completed.

**C) County physical space and/or equipment needs**

The Insights, VIA, and SOY programs will not require physical space and/or equipment from the County.

**D) Qualifications for other aspects of the scope of work**

StarVista has the foundation of knowledge and experience needed to provide the proposed services in San Mateo County. As an organization that embraces and embodies humility, StarVista recognizes its strengths and embraces the strengths of its community partners. If selected, StarVista will provide Behavioral Health (Mental Health and AOD), Parenting & Family Therapy, Victim Impact Awareness (VIA) and Parent Program services through its established Insights, SOY, and VIA programs. StarVista will partner closely with local governments and other community-based providers to meet all aspects of the scope of work. StarVista's numerous programs designed to meet the needs of youth and their families uniquely positions it for intra-agency referrals. To ensure adequate staffing for the proposed services, StarVista will leverage its size and experience hiring appropriate staff members for its Insights and SOY programs. To address absences, other team members will step in to cover services, and StarVista will coordinate with internal staff, partners, clients and their families to ensure that client needs are met.

All StarVista staff, interns, and trainees undergo background checks through the Department of Justice, the Office of the Inspector General, and the County of San Mateo for access to facilities. Staff must also have TB test and fingerprint clearances. Clinical staff receive regular monitoring through performance evaluations from program management and/or clinical supervisors. StarVista requires the mandatory trainings necessary for providing each service outlined in the proposal, provides ongoing professional development opportunities, and encourages all staff to stay up to date on best practices in their fields.

**E) Services that cannot be provided**

At this time, StarVista cannot provide: Mentoring, Vocational, Gang Prevention & Intervention, or Re-entry programming. StarVista values the collaborative work of community partners with expertise in addressing these areas is eager to continue collaborations if awarded the opportunity through this RFP.

**F) Services to reduce cost or enhance revenue**

StarVista's Insights program is currently in contract with San Mateo County's Behavioral Health and Recovery Services. Insights' offices are Medi-Cal certified, creating opportunities to leverage Medi-Cal reimbursement to provide services for mental health (Medi-Cal Managed Care) and substance use (Drug Medi-Cal) disorders. Insights staff help clients gain insurance via Medi-Cal if uninsured and can use these funds to reach more clients based on their needs. For youth with severe substance use issues, Insights leverages Drug Medi-Cal reimbursement funds for youth with severe substance use issues, and Medi-Cal Managed Care reimbursement for those with more serious mental health concerns. Insights diversifies funding to reach youth with varying concerns. For example, in FY 2021-2022, 49% of the youth Insights served were billed to Probation. This funding diversity enables StarVista to reach more individuals and families and provide services beyond contractual expectations. StarVista also conducts ongoing all-staff trainings at no cost to the County including DEI, Trauma-Informed Care, Family Systems, Evidence-based Practices, Motivational Interviewing, Dual-Diagnosis, Group Therapy, and more.

**G) Exhibit B: Clients and Services:** Please see Exhibit B on the following page.

## Exhibit B – Clients and Services

### PROGRAM DESCRIPTION

**Types of services:** If StarVista is selected, our **Insights** program will provide Behavioral Health (Mental Health and Substance Use), Parenting & Family Therapy services, and Parenting Program; **Strengthen Our Youth (SOY)** will provide Behavioral Health services; and our **VIA** program will provide weekly Victim Impact Awareness groups, for 7-8 weeks per quarter. *Behavioral Health* services will include assessments, treatment planning, weekly individual mental health and AOD treatment, and weekly group mental health and AOD treatment. *Parenting & Family Therapy* will include family therapy sessions. *Victim Impact Awareness (VIA)* groups will include weekly groups. *Parenting Program* will include a 10-week teaching program. See below for details of our proposed services.

**Insights** is a drug and alcohol recovery program that empowers youth to take responsibility and facilitate positive, lasting change for themselves and their families. Through case management and individual, group, and family counseling, participants learn about anger management, relationships, mental health, family communication, and more. Insights incorporates multiple evidence-based models (including Seeking Safety and Mindfulness Based Substance Use Treatment) to improve participants' behavioral health. For Parenting & Family Therapy, Insights counselors use Family Skills Training, a cognitive behavioral therapy (CBT) model that provides skills to support pro-social behaviors and deal with challenging adolescent behavior. Evidence-based models utilized to deliver effective services through Insights' Parenting Program include motivational interviewing, cognitive behavioral therapy, and Mindfulness-based Substance Abuse Treatment for Adolescents.

**VIA** is a program designed to make offenders aware of the effects of their actions. Staff will be responsible for implementing the VIA curriculum that has been developed at StarVista over the past 16 years, including the recruitment and screening of guest speakers. Guest speakers will be sought out to present on topics such as gang violence, the prison experience, and victims of crime. VIA staff will track all attendance and submit attendance records for classes. Youth will be referred to crisis services, family support services, or other collateral services as needed. All potential program participants will be screened for appropriateness to the class, including their current level of gang involvement and developmental challenges. The VIA staff will additionally provide parents/guardians with feedback on participants' progress via phone as needed. Each youth will complete a self-report at the beginning and end of the program. The VIA staff will stay in regular communication with Probation and will participate in quarterly meetings to monitor program success.

**SOY** is a comprehensive school-based program that helps students learn to make healthy decisions as they enter their teenage years. The evidence-based practice Project SUCCESS, supported by SAMHSA, was the foundation in building the SOY program. As the primary curriculum for the prevention and early intervention framework of SOY, Project SUCCESS particularly helps increase external and internal asset development on multiple fronts. By strengthening students' self-esteem and decision-making skills, SOY works to prevent interest in alcohol, tobacco, and other drugs and to reduce violence, bullying, and interest in gangs. Program services focus on group counseling but include individual therapy as appropriate. SOY also includes parent education and support groups, and campus outreach activities to increase awareness of social and emotional issues among adolescents and increase identification of risk and protective factors among students, staff, and parents. SOY counselors will collaborate with educators, parents, and other professionals in a school-based framework to create safe, healthy and supportive learning environments for all students. Activities include staff integration into school settings; early intervention groups; youth, family, school staff and

community engagement; comprehensive and developmental asset assessment; individual counseling and treatment planning; drug/alcohol education; and resources, referrals, and crisis management.

**Service locations:** StarVista's Insights, VIA, and SOY programs are equipped to provide community-based services at the following locations: **Insights** will provide services at either our Redwood City office (609 Price Ave, Redwood City), or our Daly City office (333 Gellert Blvd, Daly City). Both offices are close to public transportation to ensure accessibility. **VIA** services will be held at a StarVista site (610 Elm Street in San Carlos) or an alternative, mutually agreed upon location in south San Mateo County. **SOY** will provide services at the following school sites: Benjamin Franklin Intermediate School (700 Stewart Ave., Daly City), Thomas R. Pollicita Middle School (550 E Market St., Daly City, CA 94014), Jefferson High School (6996 Mission St., Daly City), South San Francisco High School (400 B St., South San Francisco), and Half Moon Bay High School (1 Lewis Foster Dr, Half Moon Bay).

**Service timing:** Services will be provided on a weekly basis (with additional services available if necessary) and can be provided year-round.

**Insights** provides participants with 12 weeks of programming upon receipt of referral for services. Youth receive individual and group mental health/substance use treatment once a week. In cases where safety concerns prevent youth from participating in group sessions, youth may defer to family therapy services if appropriate and desired for their treatment plan. Graduation from the program is achieved when youth are living in a safe, stable environment, and have established healthy family relationships, achieved sobriety, and achieved positive outcomes from other service providers outlined in the RFP. Program duration and frequency are based on a client's intake assessment, progress, sobriety, Probation Officer/parent reports, and participation in the program.

**VIA** includes 4 series each year (7-8 weeks each) consisting of weekly 75-minute interactive sessions for up to 16 youth per group. All participants will be referred by the Probation Assessment Center.

**SOY** provides services during the school day throughout the standard academic year. Groups and workshops are held weekly or biweekly for a total of 40 sessions per academic year. Individual counseling is held weekly. Parents meet with staff quarterly for education and support. Staff are available for case management services and crisis management as needed. Finally, SOY staff engage with schools and teachers as needed throughout the school year.

## 2. TARGET POPULATION

**Insights** serves youth on informal and formal probation referred through the San Mateo County Probation Department. The target population is both male and female youth, ages 12-18 years old. Youth from varied ethnic, racial, religious, LGBTQ+, SES, and other backgrounds are encouraged to attend. Most participants come from low-income families where parents are working multiple jobs. Participating youth report histories of trauma, gang affiliations, dysfunctional family dynamics, behavioral issues, academic challenges, and anger and relationship issues. Historically, Insights has served approximately 200 juvenile justice youth referred from Probation Officers each year. While re-enrollments are minimal, youth have repeated programming due to relapse and/or other charges.

Due to StarVista's ability to leverage funding from other sources, the number of **Insights** youth projected to be served specifically using JJCPA funding will be **80** per fiscal year, with the balance funded through leveraged resources. StarVista's Insights program is committed to continue accepting all referrals from Probation yet will only be billing for the 80 youth under contract through JJCPA.



Insights will track all Probation referrals – even beyond the 80 funded through this contract – to help the Probation Department collect accurate data regarding all youth participants referred.

**VIA** is prepared to serve up to 64 participants over the course of the fiscal year. The exact number served is highly dependent upon the number of referrals received from Probation, and the ability of those referred to attend the group. The target population is youth ages 13-18 who are currently on probation and have been referred by the Probation Assessment Center. Youth from varied ethnic, racial, religious, LGBTQ, SES, and other diverse backgrounds are encouraged to attend. Last year an average of 6 youth completed the program each quarter, so the number served was closer to 24. The cost of running the group is approximately the same, regardless of the number of group participants.

**SOY** plans to serve 880 youth during the academic school year. The target market is middle and high school youth in San Mateo County and encourages youth from varied ethnic, racial, religious, LGBTQ, SES, and other diverse backgrounds to attend.

### 3. SERVICE STAFF/HOURS/CLIENT CHART

Direct Service Type	Number of Staff Providing Services	Number of Projected Hours	Number of Projected Clients
Insights: Intake Assessment and Service Planning	1 staff	100 hours	80 youth
Insights: Individual Counseling Services (Mental Health and Substance Abuse Treatment)	1 staff	1,120 hours	80 youth
Insights: Group Counseling Services (Group Mental Health and Substance Abuse Treatment)	2 staff	600 hours	80 youth
Insights: Family Therapy	2 staff	40 hours	16 clients
VIA: Educational Preparation and Series	1 staff	128 hours	60 youth
VIA: Additional Staffing Support (Reporting)	1 staff	16 hours	0 youth
SOY: Behavioral Health Assessment	1 staff	272 hours	240 youth
SOY: Behavioral Health Group Therapy	2 staff	400 hours	40 youth
SOY: Individual Therapy	1 staff	1,980 hours	880 youth
SOY: AOD Prevention & Counseling	1 staff	140 hours	28 youth
SOY: Parent Engagement: Education/Support Group	2 staff	20 hours	12 parents/ caregivers
SOY: Case Management, Collateral Contact, and Campus Outreach	1 staff	900 hours	320 youth
SOY: Crisis Management	1 staff	76 hours	92 youth
SOY: Additional Staff Support	2 staff	520 hours	0 youth

### **TAB 3: Protocols for Addressing Concerns**

#### **A) Contacts for routine problems**

In the event of a routine problem or challenge, the relevant StarVista Program Manager can be contacted, as well as the overseeing Department Director and Chief Clinical Officer. There is a 24-hour on-call system for emergencies. The CEO and HR Director are also available as needed. All contact information will be provided and kept up to date for use by clients and the Department.

#### **B) Problem resolution process and timeframe**

Understanding the value of strong, positive relationships between StarVista and its clients, the agency's policy is to take all grievances seriously and resolve concerns quickly. StarVista has a grievance policy for clients and partners that is posted at all StarVista facilities. Clients are encouraged to approach the Program Manager with concerns, and the Program Manager then addresses those concerns in a timely manner with collaboration from the Department Director. While the grievance timeline can vary based on the situation, StarVista strives to resolve issues brought to our attention within 14 business days. Depending on the grievance or incident, the CEO and HR Manager may need to be involved. Clients may also contact our HR Manager or CEO directly with concerns.

Additionally, clients can contact San Mateo County's Behavioral Health and Recovery Services if the client and/or family is not comfortable approaching StarVista personnel. The safety and comfort of our clients is of the utmost importance and addressing concerns within a timeframe that mitigates concerns is our goal. Incidents and grievances are all logged, reviewed by StarVista's Quality Assurance and Improvement Committee, and shared with Probation. An initial acknowledgment and outline of expected process/response time for any problem raised will be communicated within two business days of notification, or immediately for any safety issues.

**TAB 4: Claims, Licensure, Non-Discrimination, and Health Insurance Portability and Accountability Act (HIPAA) Violations**

**A) Current or recent licensure, HIPAA, or non-discrimination claims**

Not applicable.

## TAB 5: Cost Analysis and Budget for Primary Services

### A) Explanation of costs:

Our salary rates are based on average costs in San Mateo County to hire clinicians with the required training, experience, education, and licensing. Salary rates for each staff include their salary and 19.5% for fringe benefits, which include FICA, Medicare, SUI, Worker's Compensation, Health, Dental, and Life Insurance. Hour calculations are based on historical averages. StarVista's JJCPA funding request would support Insights and VIA, and the JPCF request to support SOY. See below costs by program.

**Insights Direct Personnel Costs:** Drawing from the 21-22 fiscal year, we anticipate serving about 200 youth annually. StarVista will leverage funding to support these direct personnel service costs by only billing 80 youth to the Probation Department with JJCPA funding. Personnel costs include 3.125 FTEs for direct service staff to provide intake assessment and service planning (100 hrs/yr), individual counseling services (1,120 hrs/yr), group therapy (600 hrs/yr), and family sessions and family skills training (40 hrs/yr). It will also support case planning, coordination and necessary support (e.g., clinical supervision and service management). Treatment hours were calculated by the 80 youth to be served with JJCPA funds. **StarVista is committed to achieving positive outcomes for the Probation Department, and all juvenile justice youth referred to Insights will be assessed utilizing the tools required through this funding stream.** Data collection will ensure that services can be evaluated effectively. Intensive family therapy will be offered based on youth/family assessments and Probation Officer recommendations.

**VIA Direct Personnel Costs:** To provide the VIA services outlined, one licensed clinician (.10 FTE) will provide 120 hours of programming. This direct service provider will manage all aspects of educational programming and parent support groups, including educational preparation and group implementation. 4 more hours/quarter are allocated to additional staffing support to fulfill grant report requirements.

**SOY Direct Personnel Costs:** SOY will utilize 5 mental health clinicians in 5 middle/high schools. Personnel costs include 4 FTEs for direct service staff to provide Behavioral Health Assessments (272 hrs/yr); Behavioral Health Group Therapy (400 hrs/yr); Individual Therapy (1,980 hrs/yr); AOD Prevention & Counseling (140 hrs/yr); Parent Engagement via Parent Education and Support Groups (20 hrs/yr); Case Management, Collateral Contact, and Campus Outreach for 320 clients/quarter (900 hrs/yr); and Crisis Management for 92 clients/quarter (76 hrs/yr). Personnel costs also include .25 FTEs for program support (e.g., program coordination, clinical supervision, and service management).

**Insights Direct Operating Costs:** StarVista will leverage part of its current office space at 420 Brewster Street in Redwood City and 333 Gellert Boulevard in Daly City. Thus, we only listed 35% of the current rent for these offices to minimize costs to the Probation Department for direct operations. StarVista will also leverage portions of program supplies and other operating expenses to minimize County costs.

**VIA Direct Operating Costs:** Direct operating costs include office space for room rental for educational and parent group activities. Additionally, costs will cover class supplies and office supplies.

**SOY Direct Operating Costs:** Direct operating costs include rent for the Pacifica office space, therapy and office supplies, mileage costs for clinicians driving to/from school sites, staff training, AOD prevention materials, and materials for outreach and support group activities.

**B) For travel time,** StarVista will bill for mileage reimbursement for staff travel between community-based offices and SOY school sites. Mileage will be calculated at the current IRS-approved rate.

**C) Start-up costs** will not be needed.

Name of Program:

**FISCAL YEAR 2023-24 (July 1, 2023 - June 30, 2024)**

Budget Projections								
A. Direct Personnel Costs								
Services (by Type)	# of Staff	Rate (\$/hr/staff)	Indicator	Quarter 1 (7/1/23- 9/30/23)	Quarter 2 (10/1/23 - 12/31/23)	Quarter 3 (1/1/24 - 3/31/24)	Quarter 4 (4/1/24 - 6/30/24)	FY 2023-24 Total
Insights Program: Intake Assessment & Service Planning	1	\$97.50	Number of Clients	20	20	20	20	80
			Number of Hours	25	25	25	25	100
			Amount (Rate * Hours * Staff)	\$2,437.50	\$2,437.50	\$2,437.50	\$2,437.50	\$9,750.00
Insights Program: Individual Counseling Services (Mental Health & Substance Abuse Treatment)	1	\$65.00	Number of Clients	20	20	20	20	80
			Number of Hours	280	280	280	280	1120
			Amount (Rate * Hours * Staff)	\$18,200.00	\$18,200.00	\$18,200.00	\$18,200.00	\$72,800.00
Insights Program: Group Therapy (Group Mental Health & Substance Abuse Treatment)	2	\$65.00	Number of Clients	20	20	20	20	80
			Number of Hours	150	150	150	150	600
			Amount (Rate * Hours * Staff)	\$19,500.00	\$19,500.00	\$19,500.00	\$19,500.00	\$78,000.00
Insights Program: Family Sessions/Family Skills Training	2	\$65.00	Number of Clients	4	4	4	4	16
			Number of Hours	10	10	10	10	40
			Amount (Rate * Hours * Staff)	\$1,300.00	\$1,300.00	\$1,300.00	\$1,300.00	\$5,200.00
Victim Impact Awareness (VIA) Program: Educational Preparation and Series	1	\$65.00	Number of Clients	15	15	15	15	60
			Number of Hours	30	30	30	30	120
			Amount (Rate * Hours * Staff)	\$1,950.00	\$1,950.00	\$1,950.00	\$1,950.00	\$7,800.00
Victim Impact Awareness (VIA) Program: Additional Staffing Support (Reporting)	1	\$65.00	Number of Clients	0	0	0	0	0
			Number of Hours	4	4	4	4	16
			Amount (Rate * Hours * Staff)	\$260.00	\$260.00	\$260.00	\$260.00	\$1,040.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>A. Direct Personnel Costs Total</b>				<b>\$43,647.50</b>	<b>\$43,647.50</b>	<b>\$43,647.50</b>	<b>\$43,647.50</b>	<b>\$174,590.00</b>

<b>B. Direct Operating Costs</b>						
Item	Indicator	Quarter 1 (7/1/23- 9/30/23)	Quarter 2 (10/1/23 - 12/31/23)	Quarter 3 (1/1/24 - 3/31/24)	Quarter 4 (4/1/24 - 6/30/24)	FY 2023-24 Total
Insights Program: Office/Program Supplies, Printing, Postage	Amount	\$142.50	\$142.50	\$142.50	\$142.50	\$570.00
Insights Program: Telephone/Internet	Amount	\$2,612.50	\$2,612.50	\$2,612.50	\$2,612.50	\$10,450.00
Insights Program: Kent Office Space: Redwood City and Day City Offices	Amount	\$9,452.50	\$9,452.50	\$9,452.50	\$9,452.50	\$37,810.00
Insights Program: Recruitment, Filing Fees, Staffing Costs	Amount	\$702.50	\$702.50	\$702.50	\$702.50	\$2,810.00
Insights Program: Client Costs, Food, Drug & Lab Testing	Amount	\$135.00	\$135.00	\$135.00	\$135.00	\$540.00
VIA Program: Class & Office Supplies	Amount	\$140.00	\$140.00	\$140.00	\$140.00	\$560.00
VIA Program: Telephone/Internet	Amount	\$666.25	\$666.25	\$666.25	\$666.25	\$2,665.00
VIA Program: Facility-Related Expenses: Rent, Utilities, Equipment Lease, Maintenance/Repair	Amount	\$2,675.00	\$2,675.00	\$2,675.00	\$2,675.00	\$10,700.00
<b>B. Direct Operating Costs Total</b>		<b>\$16,526.25</b>	<b>\$16,526.25</b>	<b>\$16,526.25</b>	<b>\$16,526.25</b>	<b>\$66,105.00</b>

	Quarter 1 (7/1/23- 9/30/23)	Quarter 2 (10/1/23 - 12/31/23)	Quarter 3 (1/1/24 - 3/31/24)	Quarter 4 (4/1/24 - 6/30/24)	FY 2023-24 Total
<b>A. Direct Personnel Costs Total</b>	\$43,647.50	\$43,647.50	\$43,647.50	\$43,647.50	\$174,590.00
<b>B. Direct Operating Costs Total</b>	\$16,526.25	\$16,526.25	\$16,526.25	\$16,526.25	\$66,105.00
<b>Total Direct Program Costs (A + B)</b>	\$60,173.75	\$60,173.75	\$60,173.75	\$60,173.75	\$240,695.00
<b>C. Indirect Costs (10%)</b>	\$6,017.38	\$6,017.38	\$6,017.38	\$6,017.38	\$24,069.50
<b>TOTAL FY 2023-24 BUDGET</b>	<b>\$66,191.13</b>	<b>\$66,191.13</b>	<b>\$66,191.13</b>	<b>\$66,191.13</b>	<b>\$264,764.50</b>

Name of Program:

**FISCAL YEAR 2024-25 (July 1, 2024 - June 30, 2025)**

Budget Projections								
A. Direct Personnel Costs								
Services (by Type)	# of Staff	Rate (\$/hr/staff)	Indicator	Quarter 1 (7/1/24 - 9/30/24)	Quarter 2 (10/1/24 - 12/31/24)	Quarter 3 (1/1/25 - 3/31/25)	Quarter 4 (4/1/25 - 6/30/25)	FY 2024-25 Total
Insights Program: Intake Assessment & Service Planning	1	\$97.50	Number of Clients	20	20	20	20	80
			Number of Hours	25	25	25	25	100
			Amount (Rate * Hours * Staff)	\$2,437.50	\$2,437.50	\$2,437.50	\$2,437.50	\$9,750.00
Insights Program: Individual Counseling Services (Mental Health & Substance Abuse Treatment)	1	\$65.00	Number of Clients	20	20	20	20	80
			Number of Hours	280	280	280	280	1120
			Amount (Rate * Hours * Staff)	\$18,200.00	\$18,200.00	\$18,200.00	\$18,200.00	\$72,800.00
Insights Program: Group Therapy (Group Mental Health & Substance Abuse Treatment)	2	\$65.00	Number of Clients	20	20	20	20	80
			Number of Hours	150	150	150	150	600
			Amount (Rate * Hours * Staff)	\$19,500.00	\$19,500.00	\$19,500.00	\$19,500.00	\$78,000.00
Insights Program: Family Sessions/Family Skills Training	2	\$65.00	Number of Clients	4	4	4	4	16
			Number of Hours	10	10	10	10	40
			Amount (Rate * Hours * Staff)	\$1,300.00	\$1,300.00	\$1,300.00	\$1,300.00	\$5,200.00
Victim Impact Awareness (VIA) Program: Educational Preparation and Series	1	\$65.00	Number of Clients	15	15	15	15	60
			Number of Hours	30	30	30	30	120
			Amount (Rate * Hours * Staff)	\$1,950.00	\$1,950.00	\$1,950.00	\$1,950.00	\$7,800.00
Victim Impact Awareness (VIA) Program: Additional Staffing Support (Reporting)	1	\$65.00	Number of Clients	0	0	0	0	0
			Number of Hours	4	4	4	4	16
			Amount (Rate * Hours * Staff)	\$260.00	\$260.00	\$260.00	\$260.00	\$1,040.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>A. Direct Personnel Costs Total</b>				<b>\$43,647.50</b>	<b>\$43,647.50</b>	<b>\$43,647.50</b>	<b>\$43,647.50</b>	<b>\$174,590.00</b>

<b>B. Direct Operating Costs</b>						
Item	Indicator	Quarter 1 (7/1/24 - 9/30/24)	Quarter 2 (10/1/24 - 12/31/24)	Quarter 3 (1/1/25 - 3/31/25)	Quarter 4 (4/1/25 - 6/30/25)	FY 2024-25 Total
Insights Program: Office/Program Supplies, Printing, Postage	Amount	\$149.75	\$149.75	\$149.75	\$149.75	\$599.00
Insights Program: Telephone/Internet	Amount	\$2,743.00	\$2,743.00	\$2,743.00	\$2,743.00	\$10,972.00
Insights Program: Rent/Office Space: Redwood City and Daly City Offices	Amount	\$9,925.00	\$9,925.00	\$9,925.00	\$9,925.00	\$39,700.00
Insights Program: Recruitment, Filing Fees, Staffing Costs	Amount	\$737.50	\$737.50	\$737.50	\$737.50	\$2,950.00
Insights Program: Client Costs, Food, Drug & Lab Testing	Amount	\$141.75	\$141.75	\$141.75	\$141.75	\$567.00
VIA Program: Class & Office Supplies	Amount	\$147.00	\$147.00	\$147.00	\$147.00	\$588.00
VIA Program: Telephone/Internet	Amount	\$699.50	\$699.50	\$699.50	\$699.50	\$2,798.00
VIA Program: Facility-Related Expenses: Rent, Utilities, Equipment Lease, Maintenance/Repair	Amount	\$2,808.75	\$2,808.75	\$2,808.75	\$2,808.75	\$11,235.00
<b>B. Direct Operating Costs Total</b>		<b>\$17,352.25</b>	<b>\$17,352.25</b>	<b>\$17,352.25</b>	<b>\$17,352.25</b>	<b>\$69,409.00</b>

	Quarter 1 (7/1/24 - 9/30/24)	Quarter 2 (10/1/24 - 12/31/24)	Quarter 3 (1/1/25 - 3/31/25)	Quarter 4 (4/1/25 - 6/30/25)	FY 2024-25 Total
<b>A. Direct Personnel Costs Total</b>	\$43,647.50	\$43,647.50	\$43,647.50	\$43,647.50	\$174,590.00
<b>B. Direct Operating Costs Total</b>	\$17,352.25	\$17,352.25	\$17,352.25	\$17,352.25	\$69,409.00
<b>Total Direct Program Costs (A + B)</b>	\$60,999.75	\$60,999.75	\$60,999.75	\$60,999.75	\$243,999.00
<b>C. Indirect Costs (10%)</b>	\$6,099.98	\$6,099.98	\$6,099.98	\$6,099.98	\$24,399.90
<b>TOTAL FY 2024-25 BUDGET</b>	<b>\$67,099.73</b>	<b>\$67,099.73</b>	<b>\$67,099.73</b>	<b>\$67,099.73</b>	<b>\$268,398.90</b>



Name of Program:

**FISCAL YEAR 2025-26 (July 1, 2025 - June 30, 2026)**

Budget Projections								
A. Direct Personnel Costs								
Services (by Type)	# of Staff	Rate (\$/hr/staff)	Indicator	Quarter 1 (7/1/25 - 9/30/25)	Quarter 2 (10/1/25 - 12/31/25)	Quarter 3 (1/1/26 - 3/31/26)	Quarter 4 (4/1/26 - 6/30/26)	FY 2025-26 Total
Insights Program: Intake Assessment & Service Planning	1	\$97.50	Number of Clients	20	20	20	20	80
			Number of Hours	25	25	25	25	100
			Amount (Rate * Hours * Staff)	\$2,437.50	\$2,437.50	\$2,437.50	\$2,437.50	\$9,750.00
Insights Program: Individual Counseling Services (Mental Health & Substance Abuse Treatment)	1	\$65.00	Number of Clients	20	20	20	20	80
			Number of Hours	280	280	280	280	1120
			Amount (Rate * Hours * Staff)	\$18,200.00	\$18,200.00	\$18,200.00	\$18,200.00	\$72,800.00
Insights Program: Group Therapy (Group Mental Health & Substance Abuse Treatment)	2	\$65.00	Number of Clients	20	20	20	20	80
			Number of Hours	150	150	150	150	600
			Amount (Rate * Hours * Staff)	\$19,500.00	\$19,500.00	\$19,500.00	\$19,500.00	\$78,000.00
Insights Program: Family Sessions/Family Skills Training	2	\$65.00	Number of Clients	4	4	4	4	16
			Number of Hours	10	10	10	10	40
			Amount (Rate * Hours * Staff)	\$1,300.00	\$1,300.00	\$1,300.00	\$1,300.00	\$5,200.00
Victim Impact Awareness (VIA) Program: Educational Preparation and Series	1	\$65.00	Number of Clients	15	15	15	15	60
			Number of Hours	30	30	30	30	120
			Amount (Rate * Hours * Staff)	\$1,950.00	\$1,950.00	\$1,950.00	\$1,950.00	\$7,800.00
Victim Impact Awareness (VIA) Program: Additional Staffing Support (Reporting)	1	\$65.00	Number of Clients	0	0	0	0	0
			Number of Hours	4	4	4	4	16
			Amount (Rate * Hours * Staff)	\$260.00	\$260.00	\$260.00	\$260.00	\$1,040.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>A. Direct Personnel Costs Total</b>				<b>\$43,647.50</b>	<b>\$43,647.50</b>	<b>\$43,647.50</b>	<b>\$43,647.50</b>	<b>\$174,590.00</b>

<b>B. Direct Operating Costs</b>						
Item	Indicator	Quarter 1 (7/1/25 - 9/30/25)	Quarter 2 (10/1/25 - 12/31/25)	Quarter 3 (1/1/26 - 3/31/26)	Quarter 4 (4/1/26 - 6/30/26)	FY 2025-26 Total
Insights Program: Office/Program Supplies, Printing, Postage	Amount	\$157.25	\$157.25	\$157.25	\$157.25	\$629.00
Insights Program: Telephone/Internet	Amount	\$2,880.25	\$2,880.25	\$2,880.25	\$2,880.25	\$11,521.00
Insights Program: Rent/Office Space: Redwood City and Daly City Offices	Amount	\$10,421.25	\$10,421.25	\$10,421.25	\$10,421.25	\$41,685.00
Insights Program: Recruitment, Filing Fees, Staffing Costs	Amount	\$774.50	\$774.50	\$774.50	\$774.50	\$3,098.00
Insights Program: Client Costs, Food, Drug & Lab Testing	Amount	\$149.00	\$149.00	\$149.00	\$149.00	\$596.00
VIA Program: Class & Office Supplies	Amount	\$154.25	\$154.25	\$154.25	\$154.25	\$617.00
VIA Program: Telephone/Internet	Amount	\$734.50	\$734.50	\$734.50	\$734.50	\$2,938.00
VIA Program: Facility-related Expenses: Rent, Utilities, Equipment Lease, Maintenance/Repair	Amount	\$2,949.25	\$2,949.25	\$2,949.25	\$2,949.25	\$11,797.00
<b>B. Direct Operating Costs Total</b>		<b>\$18,220.25</b>	<b>\$18,220.25</b>	<b>\$18,220.25</b>	<b>\$18,220.25</b>	<b>\$72,881.00</b>

	Quarter 1 (7/1/25 - 9/30/25)	Quarter 2 (10/1/25 - 12/31/25)	Quarter 3 (1/1/26 - 3/31/26)	Quarter 4 (4/1/26 - 6/30/26)	FY 2025-26 Total
<b>A. Direct Personnel Costs Total</b>	\$43,647.50	\$43,647.50	\$43,647.50	\$43,647.50	\$174,590.00
<b>B. Direct Operating Costs Total</b>	\$18,220.25	\$18,220.25	\$18,220.25	\$18,220.25	\$72,881.00
<b>Total Direct Program Costs (A + B)</b>	\$61,867.75	\$61,867.75	\$61,867.75	\$61,867.75	\$247,471.00
<b>C. Indirect Costs (10%)</b>	\$6,186.78	\$6,186.78	\$6,186.78	\$6,186.78	\$24,747.10
<b>TOTAL FY 2025-26 BUDGET</b>	<b>\$68,054.53</b>	<b>\$68,054.53</b>	<b>\$68,054.53</b>	<b>\$68,054.53</b>	<b>\$272,218.10</b>

	FY 2023-24 Total	FY 2024-25 Total	FY 2025-26 Total	Project Total
<b>A. Direct Personnel Costs Total</b>	\$174,590.00	\$174,590.00	\$174,590.00	\$523,770.00
<b>B. Direct Operating Costs Total</b>	\$66,105.00	\$69,409.00	\$72,881.00	\$208,395.00
<b>Total Direct Program Costs (A + B)</b>	\$240,695.00	\$243,999.00	\$247,471.00	\$732,165.00
<b>C. Indirect Costs Total</b>	\$24,069.50	\$24,399.90	\$24,747.10	\$73,216.50
<b>TOTAL PROGRAM BUDGET</b>	<b>\$264,764.50</b>	<b>\$268,398.90</b>	<b>\$272,218.10</b>	<b>\$805,381.50</b>

Name of Program: **Strengthen Our Youth (SOY)**

**FISCAL YEAR 2023-24 (July 1, 2023 - June 30, 2024)**

Budget Projections								
A. Direct Personnel Costs								
Services (by Type)	# of Staff	Rate (\$/hr/staff)	Indicator	Quarter 1 (7/1/23- 9/30/23)	Quarter 2 (10/1/23 - 12/31/23)	Quarter 3 (1/1/24 - 3/31/24)	Quarter 4 (4/1/24 - 6/30/24)	FY 2023-24 Total
Strengthening Our Youth (SOY) Program: Behavioral Health Assessment	1	\$97.50	Number of Clients	60	60	60	60	240
			Number of Hours	68	68	68	68	272
			Amount (Rate * Hours * Staff)	\$6,630.00	\$6,630.00	\$6,630.00	\$6,630.00	\$26,520.00
SOY Program: Behavioral Health Group Therapy	2	\$65.00	Number of Clients	10	10	10	10	40
			Number of Hours	100	100	100	100	400
			Amount (Rate * Hours * Staff)	\$13,000.00	\$13,000.00	\$13,000.00	\$13,000.00	\$52,000.00
SOY Program: Individual Therapy	1	\$65.00	Number of Clients	220	220	220	220	880
			Number of Hours	495	495	495	495	1980
			Amount (Rate * Hours * Staff)	\$32,175.00	\$32,175.00	\$32,175.00	\$32,175.00	\$128,700.00
SOY Program: AOD Prevention & Counselor	1	\$65.00	Number of Clients	7	7	7	7	28
			Number of Hours	35	35	35	35	140
			Amount (Rate * Hours * Staff)	\$2,275.00	\$2,275.00	\$2,275.00	\$2,275.00	\$9,100.00
SOY Program: Parent Engagement: Parent Education and Support Group	2	\$65.00	Number of Clients	3	3	3	3	12
			Number of Hours	5	5	5	5	20
			Amount (Rate * Hours * Staff)	\$650.00	\$650.00	\$650.00	\$650.00	\$2,600.00
SOY Program: Case Management, Collateral	1	\$65.00	Number of Clients	80	80	80	80	320
			Number of Hours	225	225	225	225	900
			Amount (Rate * Hours * Staff)	\$14,625.00	\$14,625.00	\$14,625.00	\$14,625.00	\$58,500.00
SOY Program: Crisis Management	1	\$65.00	Number of Clients	23	23	23	23	92
			Number of Hours	19	19	19	19	76
			Amount (Rate * Hours * Staff)	\$1,235.00	\$1,235.00	\$1,235.00	\$1,235.00	\$4,940.00
SOY Program: Additional Staff Support	2	\$65.00	Number of Clients	0	0	0	0	0
			Number of Hours	130	130	130	130	520
			Amount (Rate * Hours * Staff)	\$16,900.00	\$16,900.00	\$16,900.00	\$16,900.00	\$67,600.00
<b>A. Direct Personnel Costs Total</b>				<b>\$87,490.00</b>	<b>\$87,490.00</b>	<b>\$87,490.00</b>	<b>\$87,490.00</b>	<b>\$349,960.00</b>

<b>B. Direct Operating Costs</b>						
Item	Indicator	Quarter 1 <small>(7/1/23- 9/30/23)</small>	Quarter 2 <small>(10/1/23 - 12/31/23)</small>	Quarter 3 <small>(1/1/24 - 3/31/24)</small>	Quarter 4 <small>(4/1/24 - 6/30/24)</small>	FY 2023-24 Total
SOY Program: Supplies, Postage, Printing, Mileage, Equipment Rental	Amount	\$200.00	\$200.00	\$200.00	\$200.00	\$800.00
SOY Program: Telephone/Internet	Amount	\$750.00	\$750.00	\$750.00	\$750.00	\$3,000.00
SOY Program: Rent/Office Space, Equipment Lease, Maintenance/Repair	Amount	\$1,005.75	\$1,005.75	\$1,005.75	\$1,005.75	\$4,023.00
SOY Program: Other - Recruiting, Trainings, Fingerprinting. Health Screen, Client Costs	Amount	\$175.00	\$175.00	\$175.00	\$175.00	\$700.00
<b>B. Direct Operating Costs Total</b>		<b>\$2,130.75</b>	<b>\$2,130.75</b>	<b>\$2,130.75</b>	<b>\$2,130.75</b>	<b>\$8,523.00</b>

	Quarter 1 <small>(7/1/23- 9/30/23)</small>	Quarter 2 <small>(10/1/23 - 12/31/23)</small>	Quarter 3 <small>(1/1/24 - 3/31/24)</small>	Quarter 4 <small>(4/1/24 - 6/30/24)</small>	FY 2023-24 Total
<b>A. Direct Personnel Costs Total</b>	\$87,490.00	\$87,490.00	\$87,490.00	\$87,490.00	\$349,960.00
<b>B. Direct Operating Costs Total</b>	\$2,130.75	\$2,130.75	\$2,130.75	\$2,130.75	\$8,523.00
<b>Total Direct Program Costs (A + B)</b>	\$89,620.75	\$89,620.75	\$89,620.75	\$89,620.75	\$358,483.00
<b>C. Indirect Costs (10%)</b>	\$8,962.08	\$8,962.08	\$8,962.08	\$8,962.08	\$35,848.30
<b>TOTAL FY 2023-24 BUDGET</b>	<b>\$98,582.83</b>	<b>\$98,582.83</b>	<b>\$98,582.83</b>	<b>\$98,582.83</b>	<b>\$394,331.30</b>

Name of Program:

**FISCAL YEAR 2024-25 (July 1, 2024 - June 30, 2025)**

Budget Projections								
A. Direct Personnel Costs								
Services (by Type)	# of Staff	Rate (\$/hr/staff)	Indicator	Quarter 1 (7/1/24 - 9/30/24)	Quarter 2 (10/1/24 - 12/31/24)	Quarter 3 (1/1/25 - 3/31/25)	Quarter 4 (4/1/25 - 6/30/25)	FY 2024-25 Total
Strengthening Our Youth (SOY) Program: Behavioral Health Assessment	1	\$97.50	Number of Clients	60	60	60	60	240
			Number of Hours	68	68	68	68	272
			Amount (Rate * Hours * Staff)	\$6,630.00	\$6,630.00	\$6,630.00	\$6,630.00	\$26,520.00
SOY Program: Behavioral Health Group Therapy	2	\$65.00	Number of Clients	10	10	10	10	40
			Number of Hours	100	100	100	100	400
			Amount (Rate * Hours * Staff)	\$13,000.00	\$13,000.00	\$13,000.00	\$13,000.00	\$52,000.00
SOY Program: Individual Therapy	1	\$65.00	Number of Clients	220	220	220	220	880
			Number of Hours	495	495	495	495	1980
			Amount (Rate * Hours * Staff)	\$32,175.00	\$32,175.00	\$32,175.00	\$32,175.00	\$128,700.00
SOY Program: AOD Prevention & Counselor	1	\$65.00	Number of Clients	7	7	7	7	28
			Number of Hours	35	35	35	35	140
			Amount (Rate * Hours * Staff)	\$2,275.00	\$2,275.00	\$2,275.00	\$2,275.00	\$9,100.00
SOY Program: Parent Engagement: Parent Education and Support Group	2	\$65.00	Number of Clients	3	3	3	3	12
			Number of Hours	5	5	5	5	20
			Amount (Rate * Hours * Staff)	\$650.00	\$650.00	\$650.00	\$650.00	\$2,600.00
SOY Program: Case Management, Collateral	1	\$65.00	Number of Clients	80	80	80	80	320
			Number of Hours	225	225	225	225	900
			Amount (Rate * Hours * Staff)	\$14,625.00	\$14,625.00	\$14,625.00	\$14,625.00	\$58,500.00
SOY Program: Crisis Management	1	\$65.00	Number of Clients	23	23	23	23	92
			Number of Hours	19	19	19	19	76
			Amount (Rate * Hours * Staff)	\$1,235.00	\$1,235.00	\$1,235.00	\$1,235.00	\$4,940.00
SOY Program: Additional Staff Support	2	\$65.00	Number of Clients	0	0	0	0	0
			Number of Hours	130	130	130	130	520
			Amount (Rate * Hours * Staff)	\$16,900.00	\$16,900.00	\$16,900.00	\$16,900.00	\$67,600.00
<b>A. Direct Personnel Costs Total</b>				<b>\$87,490.00</b>	<b>\$87,490.00</b>	<b>\$87,490.00</b>	<b>\$87,490.00</b>	<b>\$349,960.00</b>

<b>B. Direct Operating Costs</b>						
Item	Indicator	Quarter 1 (7/1/24 - 9/30/24)	Quarter 2 (10/1/24 - 12/31/24)	Quarter 3 (1/1/25 - 3/31/25)	Quarter 4 (4/1/25 - 6/30/25)	FY 2024-25 Total
SOY Program: Supplies, Postage, Printing, Mileage, Equipment Rental	Amount	\$210.00	\$210.00	\$210.00	\$210.00	\$840.00
SOY Program: Telephone/Internet	Amount	\$787.50	\$787.50	\$787.50	\$787.50	\$3,150.00
SOY Program: Rent/Office Space, Equipment Lease, Maintenance/Repair	Amount	\$1,056.00	\$1,056.00	\$1,056.00	\$1,056.00	\$4,224.00
SOY Program: Other - Recruiting, Trainings, Fingerprinting, Health Screen, Client Costs	Amount	\$183.75	\$183.75	\$183.75	\$183.75	\$735.00
<b>B. Direct Operating Costs Total</b>		<b>\$2,237.25</b>	<b>\$2,237.25</b>	<b>\$2,237.25</b>	<b>\$2,237.25</b>	<b>\$8,949.00</b>

	Quarter 1 (7/1/24 - 9/30/24)	Quarter 2 (10/1/24 - 12/31/24)	Quarter 3 (1/1/25 - 3/31/25)	Quarter 4 (4/1/25 - 6/30/25)	FY 2024-25 Total
<b>A. Direct Personnel Costs Total</b>	\$87,490.00	\$87,490.00	\$87,490.00	\$87,490.00	\$349,960.00
<b>B. Direct Operating Costs Total</b>	\$2,237.25	\$2,237.25	\$2,237.25	\$2,237.25	\$8,949.00
<b>Total Direct Program Costs (A + B)</b>	\$89,727.25	\$89,727.25	\$89,727.25	\$89,727.25	\$358,909.00
<b>C. Indirect Costs (10%)</b>	\$8,972.73	\$8,972.73	\$8,972.73	\$8,972.73	\$35,890.90
<b>TOTAL FY 2024-25 BUDGET</b>	<b>\$98,699.98</b>	<b>\$98,699.98</b>	<b>\$98,699.98</b>	<b>\$98,699.98</b>	<b>\$394,799.90</b>

Name of Program:

**FISCAL YEAR 2025-26 (July 1, 2025 - June 30, 2026)**

Budget Projections								
A. Direct Personnel Costs								
Services (by Type)	# of Staff	Rate (\$/hr/staff)	Indicator	Quarter 1 (7/1/25 - 9/30/25)	Quarter 2 (10/1/25 - 12/31/25)	Quarter 3 (1/1/26 - 3/31/26)	Quarter 4 (4/1/26 - 6/30/26)	FY 2025-26 Total
Strengthening Our Youth (SOY) Program: Behavioral Health Assessment	1	\$97.50	Number of Clients	60	60	60	60	240
			Number of Hours	68	68	68	68	272
			Amount (Rate * Hours * Staff)	\$6,630.00	\$6,630.00	\$6,630.00	\$6,630.00	\$26,520.00
SOY Program: Behavioral Health Group Therapy	2	\$65.00	Number of Clients	10	10	10	10	40
			Number of Hours	100	100	100	100	400
			Amount (Rate * Hours * Staff)	\$13,000.00	\$13,000.00	\$13,000.00	\$13,000.00	\$52,000.00
SOY Program: Individual Therapy	1	\$65.00	Number of Clients	220	220	220	220	880
			Number of Hours	495	495	495	495	1980
			Amount (Rate * Hours * Staff)	\$32,175.00	\$32,175.00	\$32,175.00	\$32,175.00	\$128,700.00
SOY Program: AOD Prevention & Counseling	1	\$65.00	Number of Clients	7	7	7	7	28
			Number of Hours	35	35	35	35	140
			Amount (Rate * Hours * Staff)	\$2,275.00	\$2,275.00	\$2,275.00	\$2,275.00	\$9,100.00
SOY Program: Parent Engagement: Parent Education and Support Group	2	\$65.00	Number of Clients	3	3	3	3	12
			Number of Hours	5	5	5	5	20
			Amount (Rate * Hours * Staff)	\$650.00	\$650.00	\$650.00	\$650.00	\$2,600.00
SOY Program: Case Management, Collateral Contact, and Campus Outreach	1	\$65.00	Number of Clients	80	80	80	80	320
			Number of Hours	225	225	225	225	900
			Amount (Rate * Hours * Staff)	\$14,625.00	\$14,625.00	\$14,625.00	\$14,625.00	\$58,500.00
SOY Program: Crisis Management	1	\$65.00	Number of Clients	23	23	23	23	92
			Number of Hours	19	19	19	19	76
			Amount (Rate * Hours * Staff)	\$1,235.00	\$1,235.00	\$1,235.00	\$1,235.00	\$4,940.00
SOY Program: Additional Staff Support	2	\$65.00	Number of Clients	0	0	0	0	0
			Number of Hours	130	130	130	130	520
			Amount (Rate * Hours * Staff)	\$16,900.00	\$16,900.00	\$16,900.00	\$16,900.00	\$67,600.00
<b>A. Direct Personnel Costs Total</b>				<b>\$87,490.00</b>	<b>\$87,490.00</b>	<b>\$87,490.00</b>	<b>\$87,490.00</b>	<b>\$349,960.00</b>

<b>B. Direct Operating Costs</b>						
Item	Indicator	Quarter 1 (7/1/25 - 9/30/25)	Quarter 2 (10/1/25 - 12/31/25)	Quarter 3 (1/1/26 - 3/31/26)	Quarter 4 (4/1/26 - 6/30/26)	FY 2025-26 Total
SOY Program: Supplies, Postage, Printing, Mileage, Equipment Rental	Amount	\$220.50	\$220.50	\$220.50	\$220.50	\$882.00
SOY Program: Telephone/Internet	Amount	\$827.00	\$827.00	\$827.00	\$827.00	\$3,308.00
SOY Program: Rent/Office Space, Equipment Lease, Maintenance/Repair	Amount	\$1,108.75	\$1,108.75	\$1,108.75	\$1,108.75	\$4,435.00
SOY Program: Other - Recruiting, Trainings, Fingerprinting. Health Screen, Client Costs	Amount	\$193.00	\$193.00	\$193.00	\$193.00	\$772.00
<b>B. Direct Operating Costs Total</b>		<b>\$2,349.25</b>	<b>\$2,349.25</b>	<b>\$2,349.25</b>	<b>\$2,349.25</b>	<b>\$9,397.00</b>

	Quarter 1 (7/1/25 - 9/30/25)	Quarter 2 (10/1/25 - 12/31/25)	Quarter 3 (1/1/26 - 3/31/26)	Quarter 4 (4/1/26 - 6/30/26)	FY 2025-26 Total
<b>A. Direct Personnel Costs Total</b>	\$87,490.00	\$87,490.00	\$87,490.00	\$87,490.00	\$349,960.00
<b>B. Direct Operating Costs Total</b>	\$2,349.25	\$2,349.25	\$2,349.25	\$2,349.25	\$9,397.00
<b>Total Direct Program Costs (A + B)</b>	\$89,839.25	\$89,839.25	\$89,839.25	\$89,839.25	\$359,357.00
<b>C. Indirect Costs (10%)</b>	\$8,983.93	\$8,983.93	\$8,983.93	\$8,983.93	\$35,935.70
<b>TOTAL FY 2025-26 BUDGET</b>	<b>\$98,823.18</b>	<b>\$98,823.18</b>	<b>\$98,823.18</b>	<b>\$98,823.18</b>	<b>\$395,292.70</b>

	FY 2023-24 Total	FY 2024-25 Total	FY 2025-26 Total	Project Total
<b>A. Direct Personnel Costs Total</b>	\$349,960.00	\$349,960.00	\$349,960.00	\$1,049,880.00
<b>B. Direct Operating Costs Total</b>	\$8,523.00	\$8,949.00	\$9,397.00	\$26,869.00
<b>Total Direct Program Costs (A + B)</b>	\$358,483.00	\$358,909.00	\$359,357.00	\$1,076,749.00
<b>C. Indirect Costs Total</b>	\$35,848.30	\$35,890.90	\$35,935.70	\$107,674.90
<b>TOTAL PROGRAM BUDGET</b>	<b>\$394,331.30</b>	<b>\$394,799.90</b>	<b>\$395,292.70</b>	<b>\$1,184,423.90</b>



## **TAB 6: Data Collection and Program Evaluation**

### **1) How our data informs our work**

StarVista values data-driven program improvement that allows for the effective tracking and reporting of performance outcomes. Progress toward quantitative and qualitative programmatic objectives is reviewed monthly by program managers, the database manager, and the department director. The Chief Clinical Officer and Quality Assurance and Improvement Committee also reviews progress quarterly. Measuring objectives and outcomes against results helps staff assess overall program effectiveness and make appropriate programmatic changes based on outcome evaluation.

### **2) Capacity to collect data specified in Section II – SCOPE OF WORK AND SPECIAL PROVISIONS**

StarVista has capacity to meet data collection and reporting requirements under this RFP, including collecting the required data specified in the RFP (such as gender, date of birth, zip code of residence, race, and ethnicity) and program data (e.g., entry and exit dates, date(s) of service length of service, and type of service). The agency's Data and Quality Assurance and Improvement Committee teams work with program staff to ensure accurate, complete, and timely data and report submission.

A full-time Database and Analytics Manager, a part-time Coordinator, and a full-time Assistant share responsibility for StarVista's data collection and evaluation efforts. These three staff members collaborate with the Chief Clinical Officer (CCO), who oversees the Quality Assurance (QA) needs of the agency. The CCO, along with the Department Director, works with program staff to develop and support systems and processes that allow StarVista to be accountable for the impact of its work with clients, supporting all staff in delivering high-quality client care, and helping them record data to facilitate continuous quality improvement in clinical, administrative, and business operations and accountability to funders for nearly 30 agency programs. The Data team, in collaboration with the QA team, coordinates the collection, storage, and retrieval of client and program activity data, submits accurate and complete reports to funders to ensure continued support of programs, and provides data to program managers for continuous program improvement. They maintain the privacy of client data and work with program staff to ensure that systems are user-friendly, supportive of client services, and produce timely and accurate data. The Data team also provides training and problem-solving for programs throughout the agency.

### **3) Tracking of program-level data (service numbers)**

StarVista's programs track units of service and program level data through the agency's web-based data collection system, Efforts to Outcomes (ETO). This system is customized to meet each program's unique needs and allows for staff to record their work quickly and effectively. Data is pulled from this system to evaluate client progress as well as evaluate program performance. Depending on the program, other means of evaluation may include pre- and post-tests, surveys, case management forms, client feedback and testimonials, assessment tools, and/or focus groups.

## TAB 7: References

**Name:** Yvette Yambao-Wacher, PPS, LCSW #29741

**Title:** Jefferson High School Wellness Counselor

**Phone:** 650-550-7839 Office; 650-535-0678 GV (school hours only)

**Email:** [YYambao@JeffersonUnion.Net](mailto:YYambao@JeffersonUnion.Net)

**Name:** Jarrett Dooley

**Title:** Director of Student Services at Sequoia Union High School District

**Phone:** 650-369-1411

**Email:** [JDooley@Seq.Org](mailto:JDooley@Seq.Org)

**TAB 8: Statement of Compliance with County Contractual Requirements**

StarVista and its subcontractors are willing and able to comply with each of the terms of the County's standard contract, including, but not limited to, the following components:

- 1) Hold Harmless provision
- 2) Liability Insurance requirements
- 3) Non-discrimination policy
- 4) Equal Employment Opportunity requirements
- 5) Equal Benefits Ordinance
- 6) Living Wage Ordinance
- 7) Jury Service Ordinance
- 8) All other provisions of the County's standard template contract

If there are disputes regarding a contract, StarVista agrees they will be venued in San Mateo County or the Northern District of California.

StarVista has no objections to any terms in the County's contract template.

Sincerely,

A handwritten signature in blue ink that reads "Sara Mitchell". The signature is written in a cursive style with a large initial "S" and "M".

Sara Larios Mitchell, Ph.D.  
Chief Executive Officer



**San Mateo County**  
Tabulation Report RFP #PROB 2022-003 - Youth and  
Family Programs  
Vendor: Acknowledge Alliance

**General Comments:**

**General Attachments:** Acknowledge Alliance Proposal PROB2022-004 YFP.pdf



**RFP Number Prob 2022-003 Youth and Family Programs Fiscal Years 2023-2026  
Proposal by Acknowledge Alliance**

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January 9, 2022

Darlene Hansen, Management Analyst  
Juvenile Services Division  
County of San Mateo Probation Department  
222 Paul Scannell Drive  
San Mateo, CA 94402

Dear Ms. Hansen,

**RFP No. PROB 2022-003 Youth and Family Programs Fiscal Year 2023 - 2026**

I am pleased to enclose Acknowledge Alliance's proposal in accordance with the Request for Proposals by the County of San Mateo.

For over 28 years, Acknowledge Alliance's Collaborative Counseling Program (CCP) has worked closely with the San Mateo County Office of Education to provide at-risk youth crucial mental health services. In 2013, CCP worked with the Probation Department to provide these services to transition youth attending San Mateo County Court and Community schools and those who transferred from those schools to Sequoia Union High School District. In 2021, CCP no longer provided services directly in the Court and Community Schools due to the decline of incarcerated youth. Still, we continue to have strong partnerships with each of the schools in the Sequoia Union HSD.

The program's culturally competent services ensure that the youths' individual and cultural values are considered, and our services are trauma-informed and evidence-based. We diligently evaluate our programs' quality using an independent evaluator's services, ensuring we can engage in continuous quality improvement. Our services align with the priority needs set forth in the Local Action Plan, "A Landscape of At-Risk Youth and the Services that Support Them," including serving youth facing trauma, poverty, and family functioning issues.

The person authorized to represent Acknowledge Alliance in negotiations for this work is Sharon Navarro, Executive Director, 650-314-0180.

I can also be reached at the address and telephone number on this letterhead or by email: [sharon@acknowledgealliance.org](mailto:sharon@acknowledgealliance.org). Thank you for your consideration.



Sharon Navarro  
Executive Director

Acknowledge Alliance Youth and Family Programs Fiscal Year 2023-2026  
RFP Number - Prob 2022-003  
Collaborative Counseling Program

**TAB 1: Qualification and Experience (including Exhibit A)**

- a. Founded in 1994 as The Cleo Eulau Center, Acknowledge Alliance's mission is to promote lifelong resilience in children and youth and strengthen the caring capacity of the adults who influence their lives. Acknowledge Alliance fosters resilience and social emotional wellness to help build positive connections between teachers and students to open the doors to learning and well-being. Acknowledge is one of the only organizations locally to work directly with educators to increase social-emotional learning competencies and works with some of the most disenfranchised youth who have been expelled from their local public schools to help them successfully graduate high school.

We offer two core programs: The **Resilience Consultation Program** offers a continuum of mental health support services — educator coaching, teacher resilience groups, leadership (principal) resilience groups, social emotional learning curricula, and student counseling – which all help students and teachers overcome barriers to teaching and learning by strengthening and building resilience, social competencies, emotional regulation, empathy, and meaningful relationships. Educators learn how to manage stress better, engage students, and confidently handle challenges. Students learn and develop social emotional skills, experience the benefit of relational support from teachers and counselors, and feel like they belong at school.

The **Collaborative Counseling Program** (CCP), for which we are seeking funding, currently serves probation-involved youth who have transitioned back to high school; students at-risk for probation involvement who are being served in schools and at other community organizations; 9th and 10th-grade students in the ASPIRATIONS program, who have been identified as at high risk of school failure; and students with an alternative to suspension and expulsion contracts. We serve students in the six high schools within the Sequoia Union High School District, Peninsula Bridge, and Eastside College Preparatory School. Services include early intervention, mental health assessments, screenings for depression and anxiety, crisis interventions, case management, and referrals to other services and short-term treatment that addresses identified needs. Intensive trauma-informed mental health counseling is provided for as long as a student needs it.

From 2013 to 2021, CCP provided mental health services directly to County Courts and Community Schools under the Transition Programs. The program provided probation and incarcerated youth counseling and support services as they transitioned back to their local schools. We greatly appreciate this partnership and continue to serve students who have made the complete transition into one of the six Sequoia Union High Schools. Due to the decline of the population of incarcerated youth, we are no longer offering the Transition Program at this time. Acknowledge Alliance's staff managing and overseeing CCP, for which we are applying for funds, has over 40 years of combined experience working with at-risk youth populations as mental health professionals. We have partnered with the San Mateo County Office of Education for 28 years and with the Sequoia Union High School District for 12 years.

We take serious efforts to understand our work's impact on our target populations, including students and educators. The methods by which we assess the needs of the population we serve are through our student and educator surveys as well as through our community and school

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collaborations. Acknowledge Alliance currently measures the success of its programs through various validated behavior, attitudinal, and social/emotional indicators. We have worked closely and successfully with Clarity Social Research group to implement the validated Developmental Assets, JAIS, and CANS survey for the students we serve, and we are equipped to adapt to OYAS. The results of our diligent data collection have evidenced our positive outcomes. We survey students and staff on their experience of the counseling and our program to stay abreast of what is working and what needs to be enhanced.

Acknowledge Alliance's diverse staff regularly conducts diversity and cultural competence training. We are committed to providing services through staff that is highly skilled in trauma-informed treatment and knowledgeable about the ethnic and cultural diversity issues of the target population. In addition to hiring bilingual and bi-cultural staff, we provide training to all staff on the topics of cultural competency and on working with families with special needs. Currently, the size of our operational budget is \$2,254,995.

- b. We plan to allocate .53 FTE.
- c. We currently have a total of 21 full-time and part-time employees and four consultants.
- d. Please see Exhibit A
- e. Please see Exhibit A



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**Exhibit A: Applicant's Statements**

**1. List contracts completed in last three years with at-risk youth and/or youth on probation**

Year	Contracting Agency	Type of Service	Location	Amount
2019-2022	Sequoia Union High School District	On-site clinical individual and group psychodynamic therapy, counseling, and critical intervention for at-risk youth.	Redwood High School Carlmont High School Menlo-Atherton High School Sequoia High School TIDE Academy Woodside High School	\$153,000 (2019-2020) \$166,000 (2020 - 2021) \$166,000 (2021 - 2022)
2020-2022	San Mateo County Probation	Individual group psychodynamic counseling to youth attending the San Mateo County Court and Community Schools Program and transitioning back to high schools in Sequoia Union High School District	Gateway School Hillcrest School	\$50,410 annually

**2. List contracts, or other commitments, (e.g. consulting arrangements) currently in force.**

Year	Contracting Agency	Type of Service	Location	Amount
2022-2023	Sequoia Union High School District	Same Services as 2020-2022 contract above.	Same sites as the 2020-2022 contract above.	\$166,000
2022-2023	Peninsula Bridge	Individual psychotherapy, periodic crisis	Peninsula Bridge, on-site	\$86,520

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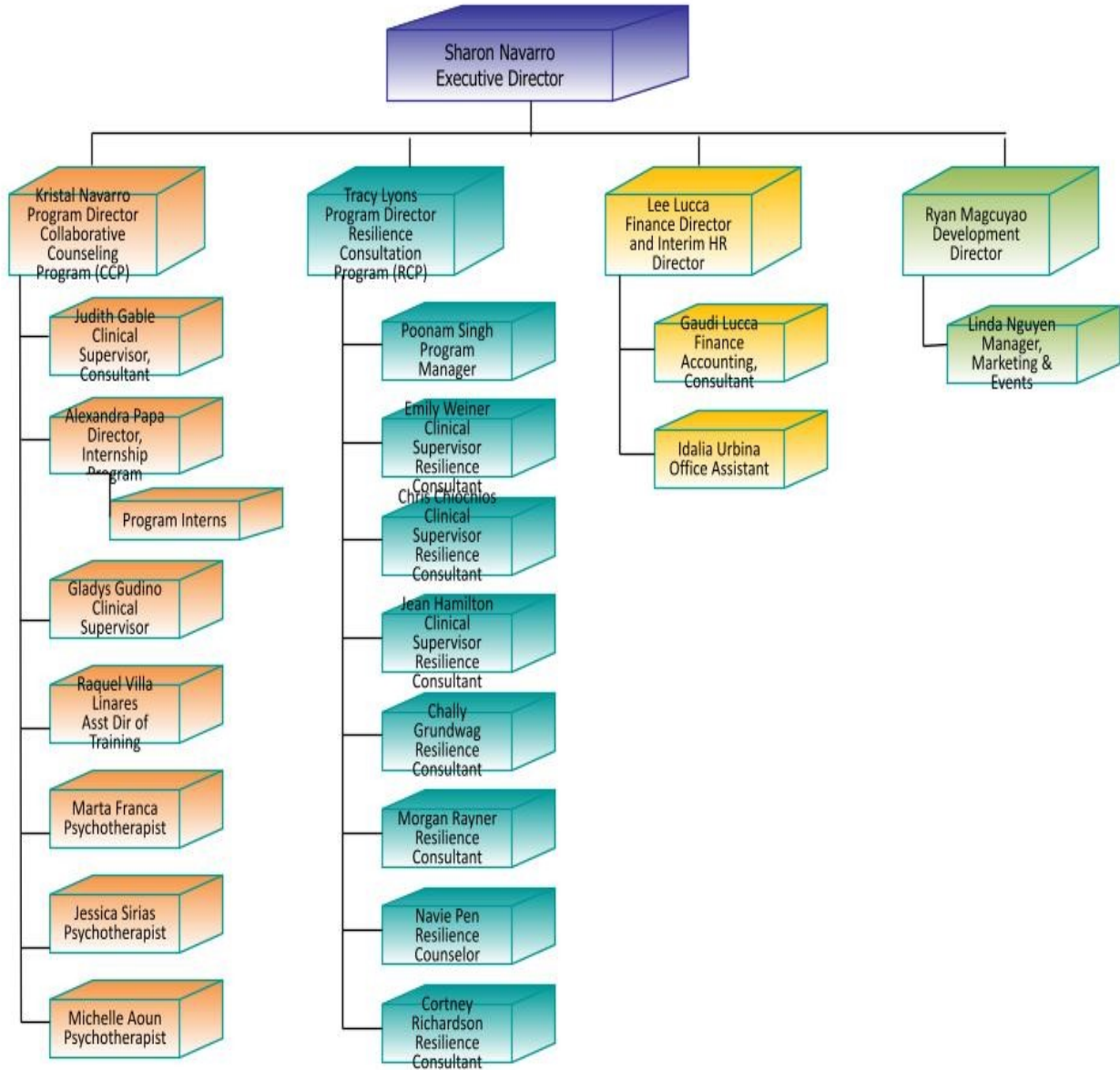
		intervention, consultation, and referrals, and social and emotional learning and wellness workshops.		
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**3. Provide details of any failure to complete a contract. N/A**

**4. Provide Professional qualifications for each individual that would be assigned to provide services requested in this RFP.**

Personnel Name	FTE/Salary	Applicable Degrees (Degree/Year/Institution)	Professional Licenses/Certifications for EBP
Kristal Navarro, PsyD	.75 FTE/ 97,920	Doctorate of Clinical Psychology, 2012, The Wright Institute  M.A. in Clinical Psychology, 2008, The Wright Institute  B.A. in Sociology, 2001	PsyD., 2012
Alexandra Papa, LMFT	1 FTE/96,000	M.S. in Clinical Psychology, 2017, Notre Dame de Namur University  B.A. in Psychology, 2012, Menlo College	LMFT 130946, 2022 CANS, Renewed 2022
Raquel Villa Linares, LMFT	1 FTE/76,800	M.A. in Counseling Psychology, 2016, Santa Clara University  B.A. in Psychology	LMFT 116565, 2019 CANS, Renewed 2022
Gladys Gudino, LMFT	.5 FTE/ 40,300	M.A. in Counseling Psychology, 2015, Santa Clara University  B.A. in History, 2007, University of California Los Angeles	LMFT 109293, 2016
Jessica Sirias, MS	1 FTE/ 76,800	M.S. in Counseling. 2021, San Francisco State University  B.A. in Psychology, 2015, California State University East Bay	MFT & CMHC, 2021

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**TAB 2: Project Philosophy and Service Model (including Exhibit B)**

a. Amount/ frequency of direct services

Annually, CCP sees around 200 students from the Sequoia Union High School District. Services are offered at the start of the academic year with students and end at the end of the school year. Students are eligible to continue services as long as they are enrolled until their graduation. Students are involved with CCP services for 3.5 months on average. Each student receives an average of 7 hours of individual counseling, 3 hours of case management, and .5 hours of crisis intervention and outreach.

b. Promising practices/evidence-based practices (EBP)

Like our partner in this program, the San Mateo County Office of Education, we are committed to ensuring and improving the quality of learning and achievement for students in San Mateo County. We want to divert youth from unhealthy and/or criminal behaviors by fostering healthy growth and the development of effective coping mechanisms in the wake of the complex trauma they have incurred.

The evidenced-based approach being used is psychodynamic therapy. As validated in Dr. Johnathan Shelder's abstract, "The Efficacy of Psychodynamic Psychotherapy,": Empirical evidence supports the efficacy of psychodynamic psychotherapy. Effect sizes for psychodynamic psychotherapy are as large as those reported for other therapies that have been actively promoted as "empirically supported" and "evidence-based." Additionally, patients who receive psychodynamic therapy maintain therapeutic gains and appear to continue to improve after treatment ends. Finally, non-psychodynamic therapies may be effective in part because the more skilled practitioners utilize techniques that have long been central to psychodynamic theory and practice. Additionally, given our extensive experience working with this multicultural population of youth who have endured chronic and pervasive trauma, our work is steeped in understanding how trauma impacts neurological, emotional, and relational development. We integrate that understanding into every aspect of our attachment and relationship-based psychodynamic approach and interventions to help youth work through the developmental challenges they face and to help others who work with them be sensitive to their special needs to help them transcend the trauma and be able to learn and grow.

**Program Goals**

The program's goals include but are not limited to increasing student abilities to express emotions constructively; making positive choices and actions; relieving anxiety, stress, and depression; developing a trusting relationship with their counselor; showing an increase in self-awareness and self-esteem. The program aims to prevent and/or reduce delinquency, improve school attendance, reduce recidivism, develop emotional regulation and improve relationships with self and others for its participating students.

Some of the goals of our programs are for counselors to start to "breakthrough" the barriers and walls that the youth have developed as coping mechanisms and provide a safe space for youth to self-reflect, process trauma, improve relationships and see new possibilities for their lives. Intermediate success includes helping these students succeed in school. This would include going on to adult school if they are too behind in credits when they turn 19, obtaining a GED, graduating from Court and Community School, or transitioning back to their public high

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schools to graduate. Long-term success includes providing enough support to help each student make positive life choices in order to realize their fullest potential, such as attending college, obtaining desired employment, and guiding them away from unsafe and unhealthy lifestyles. Through this work, we strive for one less child in jail, one less child living on the streets, and one less child in an unsafe gang environment—ultimately helping to ameliorate the cycle of poverty and violence in our community. With support, these young people can realize change and new beginnings in a world that has looked to them to have few possibilities.

**Program Description**

The Collaborative Counseling Program provides onsite mental health counseling to youth attending any of the six Sequoia Union High School district high schools; students who are involved in the Alternative to Expulsion program in district high schools; SAAP/Aspirations students, along with 9th graders and other students flagged when they enter district high school as high risk. Acknowledge Alliance has also placed full-time bi-lingual/ bi-cultural therapists at Peninsula Bridge (a program to help under-served multicultural youth stay strong academically and prepare for college) and Eastside College Preparatory Schools.

The Collaborative Counseling Program (CCP) is designed to improve the social and emotional functioning of formerly incarcerated high school students aged 14-18; increase their academic success; support their successful transition back to their home high school districts; and improve their ability to develop positive relationships with adults and peers and themselves. Students who have been identified as students at high risk, those who have returned to their district high schools from incarceration, or students with alternatives to suspension and expulsion contracts are provided counseling. Youth at the Redwood City and East Palo Alto Boys and Girls Club; and high-achieving, low-income, and at-risk youth served by other nonprofits who provide academic mentoring but lack mental health experts are also provided counseling and therapy services.

- c. Needs for physical space and/or equipment  
N/A
- d. Meeting all other aspects of the scope of work and related requirements  
Acknowledge Alliance conducts an annual evaluation of program services through a third-party contractor, Clarity Social Research Group. All students' medical records are private and collected in a HIPAA-compliant Electronic Medical Record System.
- e. List any items that you cannot provide  
N/A
- f. Provide information for other pertinent services that you will offer that will reduce costs or enhance revenue for the County: With this RFP, we are requesting \$151,566 over three years. The average first-year rate is \$40 per hour for therapists and \$51 per hour for clinical supervision totaling approximately \$45,780 with a 3% cost of living adjustment for the subsequent years (see Exhibit C), which is approximately 5% of the total program costs. The total cost of the program annually is \$1,075,000. The table below reflects program services for the total program costs of \$1,074,388. We will obtain the funding for the remainder of the program costs from foundation grants and individual donor support.

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g. See Exhibit B

**Exhibit B: Client and Services**

**1. Please tell us about your program**

- a. Specific types of services: The Collaborative Counseling Program provides weekly individual and group psychotherapy to multicultural at-risk youth attending high school and participating in adolescent-based programs. Counseling services provided are trauma-informed and culturally sensitive. The students may have been identified as at high risk of academic and/or societal challenges or students with alternatives to suspension and expulsion contracts. Adolescent-based programs, such as Peninsula Bridge or Eastside College Prep, provide academic mentoring but lack mental health expertise. The students receiving counseling services from CCP are high-achieving students but are low-income and/or at-risk youth.
- b. Geographical location and sites. CCP services are provided at six High Schools in the Sequoia Union High School District, Carmont, Menlo-Atherton, Redwood, Sequoia, TIDE Academy, Woodside, Peninsula Bridge, and Eastside College Preparatory. Majority of youth reside in Redwood City (approx. 42% annually). Other cities youth reside in include Belmont, East Palo Alto, Menlo Park, Mountain View, Palo Alto, San Carlos, and San Mateo.
- c. Timing and frequency of services: The timing of the services in the schools is throughout the 43-week academic year: September through June. We provide weekly individual and group therapy to most students involved in our counseling program, along with drop-ins, crisis sessions, and multiple sessions a week as needed.

**2. Target Population**

Youth are self-referred and are also referred by educators, program staff at adolescent-based programs, and other school staff. The target population is high school students between the ages of 13-18 who have been flagged by the schools or programs as high-risk.

Most clients are of Hispanic or Latinx descent and live in Redwood City. During the 2021-2022 academic year, the average age was 17.4 years old, and there were more female clients (68%) than male (30%) or gender non-binary (2%) clients. The majority (77%) identified as Hispanic or Latinx, while 10% identified as White and 5% identified as Black or African American. About a quarter of the clients attended college (26%), while 56% were between the 10th and 12th grades, and 15% were in the 9th grade or below. 48% lived in Redwood City, and 24% lived in East Palo Alto.

In the last three years, CCP has served an average of 300 students. Last academic year, 327 students were provided services.

**3. Direct Services**

Direct Services Type	Number of staff	Number of hours	Number of clients
Individual and group counseling services from Mental Health Clinicians	1	2,100 hours per academic year	300 per academic year

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**TAB 3: Protocols for Addressing Concerns**

- a. In the event of a routine problem, who is to be contacted within your organization?  
Sharon Navarro, Executive Director and Krystal Navarro, Collaborative Counseling Program Director
- b. In the event of the identification of a problem by the County, its clients/patients, and/or other applicable constituents, describe how you will address such problems and the timeframe for addressing them.

Acknowledge Alliance staff are on call while interns are in placement and available to address any clinical issues or mental health crises that arise during the school day. Additionally, these same staff are in routine contact and collaboration with the education staff from SMCOE, the probation staff, and the County Mental Health staff from Youth Services Center. Our staff can be reached by cell phone on an as-needed basis and will respond the same day. Finally, we will work with Probation to address any problem that arises in a time frame that all parties agree upon. An initial acknowledgment and outline of the expected process/response time for any problem raised will be communicated within two business days of notification or immediately for any safety issues.



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**TAB 4. Claims, Licensure, Non-Discrimination, and Health Insurance Portability and Accountability Act (HIPAA) Violations Against Your Organization**

None.

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**TAB 5. Cost Analysis and Budget for Primary Services (Including Exhibit C)**

Acknowledge Alliance is requesting \$45,780 for the first year, which is 5% of the annual total cost for the program. The total cost of the program annually is \$1,075,000. We have built a 3% cost of living adjustment for the two subsequent years (\$54,862 for year two and \$151,566 for year three) Over the three-year period of the contract, the total amount of our request is \$151,566. As we have in the past through our contracts with the County, we request 10% in indirect costs. The remainder of the funds to cover the program's total cost are generated through the foundation and individual support.

The funds requested will help support mental health clinicians and supervisors in counseling interns for our Collaborative Counseling Program. The requested funding will be used for our staff who provide services at the six Sequoia Union High School District, and for the staff supervision of the counseling interns who provide therapy to students in these Schools.

Each clinician will serve students at risk of expulsion, and these students will have the same clinician until they graduate or move out of the district. The Collaborative Counseling Program employs a Program Director and Associate Director who help supervise and train the counseling interns and support staff. Funding for this program will be used towards psychotherapists at .5 FTE and one clinical supervisor at .03 FTE. The first-year average rate for psychotherapists is \$40 per hour and \$51 per hour for clinical supervisors. One hour per quarter per student is spent on case assessment and planning, one hour per month per student for therapy, one session (1.5 hours each) per quarter for eight students is spent on group counseling and .5 hour per month per student is spent on case management and reporting.

Name of Program: **Acknowledge Alliance Collaborative Counselling Program (CCP)**

**FISCAL YEAR 2023-24 (July 1, 2023 - June 30, 2024)**

Budget Projections								
A. Direct Personnel Costs								
Services (by Type)	# of Staff	Rate (\$/hr/staff)	Indicator	Quarter 1 (7/1/23- 9/30/23)	Quarter 2 (10/1/23 - 12/31/23)	Quarter 3 (1/1/24 - 3/31/24)	Quarter 4 (4/1/24 - 6/30/24)	FY 2023-24 Total
Assessment & Case Planning	1	\$40.00	Number of Clients	35	40	50	50	
			Number of Hours	35	40	50	50	175
			Amount (Rate * Hours * Staff)	\$1,400.00	\$1,600.00	\$2,000.00	\$2,000.00	\$7,000.00
Individual & Group Counseling	1	\$40.00	Number of Clients	35	40	50	50	
			Number of Hours	112	128	160	160	560
			Amount (Rate * Hours * Staff)	\$4,480.00	\$5,120.00	\$6,400.00	\$6,400.00	\$22,400.00
Case Management & Reporting	1	\$40.00	Number of Clients	35	40	50	50	
			Number of Hours	26.25	30	37.5	37.5	131.25
			Amount (Rate * Hours * Staff)	\$1,050.00	\$1,200.00	\$1,500.00	\$1,500.00	\$5,250.00
Clinical Supervision	1	\$51.00	Number of Clients	35	40	50	50	
			Number of Hours	12	14	17	17	60
			Amount (Rate * Hours * Staff)	\$612.00	\$714.00	\$867.00	\$867.00	\$3,060.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>A. Direct Personnel Costs Total</b>				<b>\$7,542.00</b>	<b>\$8,634.00</b>	<b>\$10,767.00</b>	<b>\$10,767.00</b>	<b>\$37,710.00</b>

<b>B. Direct Operating Costs</b>						
Item	Indicator	Quarter 1 (7/1/23- 9/30/23)	Quarter 2 (10/1/23 - 12/31/23)	Quarter 3 (1/1/24 - 3/31/24)	Quarter 4 (4/1/24 - 6/30/24)	FY 2023-24 Total
Supplies	Amount	\$175.00	\$800.00	\$1,000.00	\$1,000.00	\$2,975.00
Insurance	Amount	\$62.50	\$62.50	\$62.50	\$62.50	\$250.00
Telephone/Zoom	Amount	\$171.00	\$171.00	\$171.00	\$171.00	\$684.00
	Amount					\$0.00
<b>B. Direct Operating Costs Total</b>		<b>\$408.50</b>	<b>\$1,033.50</b>	<b>\$1,233.50</b>	<b>\$1,233.50</b>	<b>\$3,909.00</b>

	Quarter 1 (7/1/23- 9/30/23)	Quarter 2 (10/1/23 - 12/31/23)	Quarter 3 (1/1/24 - 3/31/24)	Quarter 4 (4/1/24 - 6/30/24)	FY 2023-24 Total
<b>A. Direct Personnel Costs Total</b>	\$7,542.00	\$8,634.00	\$10,767.00	\$10,767.00	\$37,710.00
<b>B. Direct Operating Costs Total</b>	\$408.50	\$1,033.50	\$1,233.50	\$1,233.50	\$3,909.00
<b>Total Direct Program Costs (A + B)</b>	\$7,950.50	\$9,667.50	\$12,000.50	\$12,000.50	\$41,619.00
<b>C. Indirect Costs (10%)</b>	\$795.05	\$966.75	\$1,200.05	\$1,200.05	\$4,161.90
<b>TOTAL FY 2023-24 BUDGET</b>	<b>\$8,745.55</b>	<b>\$10,634.25</b>	<b>\$13,200.55</b>	<b>\$13,200.55</b>	<b>\$45,780.90</b>

Name of Program: **Acknowledge Alliance Collaborative Counselling Program (CCP)**

**FISCAL YEAR 2024-25 (July 1, 2024 - June 30, 2025)**

			Budget Projections					
A. Direct Personnel Costs								
Services (by Type)	# of Staff	Rate (\$/hr/staff)	Indicator	Quarter 1 (7/1/24 - 9/30/24)	Quarter 2 (10/1/24 - 12/31/24)	Quarter 3 (1/1/25 - 3/31/25)	Quarter 4 (4/1/25 - 6/30/25)	FY 2024-25 Total
Assessment & Case Planning	1	\$41.20	Number of Clients	50	50	50	50	
			Number of Hours	50	50	50	50	200
			Amount (Rate * Hours * Staff)	\$2,060.00	\$2,060.00	\$2,060.00	\$2,060.00	\$8,240.00
Individual & Group Counseling	1	\$41.20	Number of Clients	50	50	50	50	
			Number of Hours	160	160	160	160	640
			Amount (Rate * Hours * Staff)	\$6,592.00	\$6,592.00	\$6,592.00	\$6,592.00	\$26,368.00
Case Management & Reporting	1	\$41.20	Number of Clients	50	50	50	50	
			Number of Hours	37.5	37.5	37.5	37.5	150
			Amount (Rate * Hours * Staff)	\$1,545.00	\$1,545.00	\$1,545.00	\$1,545.00	\$6,180.00
Clinical Supervision	1	\$52.53	Number of Clients	50	50	50	50	
			Number of Hours	17	17	17	17	68
			Amount (Rate * Hours * Staff)	\$893.01	\$893.01	\$893.01	\$893.01	\$3,572.04
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>A. Direct Personnel Costs Total</b>				<b>\$11,090.01</b>	<b>\$11,090.01</b>	<b>\$11,090.01</b>	<b>\$11,090.01</b>	<b>\$44,360.04</b>

<b>B. Direct Operating Costs</b>						
Item	Indicator	Quarter 1 (7/1/24 - 9/30/24)	Quarter 2 (10/1/24 - 12/31/24)	Quarter 3 (1/1/25 - 3/31/25)	Quarter 4 (4/1/25 - 6/30/25)	FY 2024-25 Total
Supplies	Amount	\$250.00	\$250.00	\$250.00	\$250.00	\$1,000.00
Insurance	Amount	\$62.50	\$62.50	\$62.50	\$62.50	\$250.00
Telephone/Zoom	Amount	\$171.00	\$171.00	\$171.00	\$171.00	\$684.00
	Amount					\$0.00
<b>B. Direct Operating Costs Total</b>		<b>\$483.50</b>	<b>\$483.50</b>	<b>\$483.50</b>	<b>\$483.50</b>	<b>\$1,934.00</b>

	Quarter 1 (7/1/24 - 9/30/24)	Quarter 2 (10/1/24 - 12/31/24)	Quarter 3 (1/1/25 - 3/31/25)	Quarter 4 (4/1/25 - 6/30/25)	FY 2024-25 Total
<b>A. Direct Personnel Costs Total</b>	\$11,090.01	\$11,090.01	\$11,090.01	\$11,090.01	\$44,360.04
<b>B. Direct Operating Costs Total</b>	\$483.50	\$483.50	\$483.50	\$483.50	\$1,934.00
<b>Total Direct Program Costs (A + B)</b>	\$11,573.51	\$11,573.51	\$11,573.51	\$11,573.51	\$46,294.04
<b>C. Indirect Costs (10%)</b>	\$1,157.35	\$1,157.35	\$1,157.35	\$1,157.35	\$4,629.40
<b>TOTAL FY 2024-25 BUDGET</b>	<b>\$12,730.86</b>	<b>\$12,730.86</b>	<b>\$12,730.86</b>	<b>\$12,730.86</b>	<b>\$50,923.44</b>

Name of Program: **Acknowledge Alliance Collaborative Counselling Program (CCP)**

**FISCAL YEAR 2025-26 (July 1, 2025 - June 30, 2026)**

			Budget Projections					
A. Direct Personnel Costs								
Services (by Type)	# of Staff	Rate (\$/hr/staff)	Indicator	Quarter 1 (7/1/25 - 9/30/25)	Quarter 2 (10/1/25 - 12/31/25)	Quarter 3 (1/1/26 - 3/31/26)	Quarter 4 (4/1/26 - 6/30/26)	FY 2025-26 Total
Assessment & Case Planning	1	\$42.44	Number of Clients	50	50	50	50	
			Number of Hours	50	50	50	50	200
			Amount (Rate * Hours * Staff)	\$2,121.80	\$2,121.80	\$2,121.80	\$2,121.80	\$8,487.20
Individual & Group Counseling	1	\$42.44	Number of Clients	50	50	50	50	
			Number of Hours	160	160	160	160	640
			Amount (Rate * Hours * Staff)	\$6,789.76	\$6,789.76	\$6,789.76	\$6,789.76	\$27,159.04
Case Management & Reporting	1	\$42.44	Number of Clients	50	50	50	50	
			Number of Hours	37.5	37.5	37.5	37.5	150
			Amount (Rate * Hours * Staff)	\$1,591.35	\$1,591.35	\$1,591.35	\$1,591.35	\$6,365.40
Clinical Supervision	1	\$54.11	Number of Clients	50	50	50	50	
			Number of Hours	17	17	17	17	68
			Amount (Rate * Hours * Staff)	\$919.80	\$919.80	\$919.80	\$919.80	\$3,679.20
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>A. Direct Personnel Costs Total</b>				<b>\$11,422.71</b>	<b>\$11,422.71</b>	<b>\$11,422.71</b>	<b>\$11,422.71</b>	<b>\$45,690.84</b>

<b>B. Direct Operating Costs</b>						
Item	Indicator	Quarter 1 (7/1/25 - 9/30/25)	Quarter 2 (10/1/25 - 12/31/25)	Quarter 3 (1/1/26 - 3/31/26)	Quarter 4 (4/1/26 - 6/30/26)	FY 2025-26 Total
Supplies	Amount	\$250.00	\$1,000.00	\$1,000.00	\$1,000.00	\$3,250.00
Insurance	Amount	\$62.50	\$62.50	\$62.50	\$62.50	\$250.00
Telephone/Zoom	Amount	\$171.00	\$171.00	\$171.00	\$171.00	\$684.00
	Amount					\$0.00
<b>B. Direct Operating Costs Total</b>		<b>\$483.50</b>	<b>\$1,233.50</b>	<b>\$1,233.50</b>	<b>\$1,233.50</b>	<b>\$4,184.00</b>

	Quarter 1 (7/1/25 - 9/30/25)	Quarter 2 (10/1/25 - 12/31/25)	Quarter 3 (1/1/26 - 3/31/26)	Quarter 4 (4/1/26 - 6/30/26)	FY 2025-26 Total
<b>A. Direct Personnel Costs Total</b>	\$11,422.71	\$11,422.71	\$11,422.71	\$11,422.71	\$45,690.84
<b>B. Direct Operating Costs Total</b>	\$483.50	\$1,233.50	\$1,233.50	\$1,233.50	\$4,184.00
<b>Total Direct Program Costs (A + B)</b>	\$11,906.21	\$12,656.21	\$12,656.21	\$12,656.21	\$49,874.84
<b>C. Indirect Costs (10%)</b>	\$1,190.62	\$1,265.62	\$1,265.62	\$1,265.62	\$4,987.48
<b>TOTAL FY 2025-26 BUDGET</b>	<b>\$13,096.83</b>	<b>\$13,921.83</b>	<b>\$13,921.83</b>	<b>\$13,921.83</b>	<b>\$54,862.33</b>

	FY 2023-24 Total	FY 2024-25 Total	FY 2025-26 Total	Project Total
<b>A. Direct Personnel Costs Total</b>	\$37,710.00	\$44,360.04	\$45,690.84	\$127,760.88
<b>B. Direct Operating Costs Total</b>	\$3,909.00	\$1,934.00	\$4,184.00	\$10,027.00
<b>Total Direct Program Costs (A + B)</b>	\$41,619.00	\$46,294.04	\$49,874.84	\$137,787.88
<b>C. Indirect Costs Total</b>	\$4,161.90	\$4,629.40	\$4,987.48	\$13,778.79
<b>TOTAL PROGRAM BUDGET</b>	<b>\$45,780.90</b>	<b>\$50,923.44</b>	<b>\$54,862.33</b>	<b>\$151,566.67</b>



Acknowledge Alliance Youth and Family Programs Fiscal Year 2023-2026  
RFP Number - Prob 2022-003  
Collaborative Counseling Program

**TAB 6. Data Collection/ Program Evaluation**

a. Current use of data to inform work

Acknowledge monitors data to continuously improve our services, refine our evidence-based practices and serve youth most effectively. We are committed to quality services.

b. Capacity to meet data collection/ reporting requirements

Evaluation staff collects and analyzes data from the district about Program students' attendance and academic performance. Counseling interns also record their observations of their clients in confidential student case files. Finally, as a grantee of the San Mateo County Probation Department, the staff is required to report program data on units of service delivered, referrals, and other client information on a quarterly basis. Acknowledge Alliance works with a third-party contractor, Clarity Social Research Group, to evaluate and analyze all data collected and provide an end-of-year report.

Recent evaluations of the Acknowledge Alliance counseling program demonstrate that this critical component of student progress has been effective. Students report that the counseling they are receiving is helping them to relieve stress and improve their problem-solving skills. In addition, teachers of the students are reporting that students who receive counseling are calmer and more attentive in class, and are able to negotiate their relationships in the classroom more effectively.

The following are key outcomes of the program:

- Students will pass their classes and be on track to graduate
- School attendance will improve
- Students will be engaged in school
- Students will decrease rates of arrest and incarceration
- Students will graduate or be on track to graduate high school
- Students make positive life choices and realize their full potential such as attending college, gainful employment, and having positive lifestyles
- Students will decrease their rates of recidivism

c. Tracking methods

Acknowledge Alliance is using the following set of evaluation tools to measure the Collaborative Counseling objectives.

- Students who have been seen at least three times are asked to complete the CCP Student Exit Survey about their general counseling experience and with their specific counselor.
- The Developmental Asset Profile (DAP) is a validated, reliable, and widely-used tool developed by the Search Institute that measures internal strengths and external supports that influence adolescents' success in school and in life. Staff administers the DAP to pre and post-on students who have received at least three months of counseling services.
- Staff is also being asked to assess their clients' progress using the Children's GAF (Global Assessment of Functioning) Scale, a 100-point rating scale measuring psychological, social, and school functioning for children ages 6-17. It was adapted from the Adult

Acknowledge Alliance Youth and Family Programs Fiscal Year 2023-2026  
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Global Assessment of Functioning Scale and is a valid and reliable tool for rating a child's general level of function on a health-illness continuum. CCP counselors are asked to determine a pre and post-GAF score for each of their clients in conjunction with their clinical supervisor.

- As a grantee of the San Mateo County Probation Department, staff were required this year to assess clients using both the Child and Adolescent Needs and Strengths (CANS) tool and the Juvenile Assessment and Intervention System (JAIS) instruments for boys and girls. We understand that JAIS will no longer be utilized and are able to pivot to use the Ohio Youth Assessment System (OYAS).

Clarity Social Research Group designs the Collaborative Counseling Program data collection instruments, administers the tools, analyzes data, and reports findings on all data collection efforts. As San Mateo County Probation Department grantees, we track and collect data on all of our clients, including number, demographic information, referral source, connection with the probation system, and units of service provided to each client. These data are collected quarterly and submitted to the Probation Department's evaluator through Excel and then uploaded by the evaluator to the Probation Department's database. We also track client-level outcomes using several data collection instruments described above. In addition, CCP staff and interns measure progress made by each client using a Student Exit Survey that clients complete about their experience in counseling, an online survey among targeted school staff that work with our clients about their observations of demonstrated change in clients as a result of counseling services; and Staff and Student Transition survey specifically designed to measure the impact.

Acknowledge Alliance Youth and Family Programs Fiscal Year 2023-2026  
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Collaborative Counseling Program

**TAB 7. References**

Two business references:

Nancy Magee, County Superintendent of Schools  
San Mateo County Office of Education  
101 Twin Dolphin Dr.  
Redwood City, CA 94065-1064  
(650) 802-5554  
nmagee@smcoe.org

Stephanie Ogden  
Redwood High School Principal  
1968 Old County Rd.  
Redwood City, CA 94063  
(650) 298-8876  
sogden@seq.org

Due to strict confidentiality laws, we are unable to provide client names and/or contact information. We have a plethora of collected and aggregated client surveys and subjective comments evaluating their experience in and the efficacy of our counseling program that we are happy to share with you. Please contact Program Director Krystal Navarro (650) 314-0180, [krystal@acknowledgealliance.org](mailto:krystal@acknowledgealliance.org) to arrange these references.

Acknowledge Alliance Youth and Family Programs Fiscal Year 2023-2026  
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**TAB 8. Statement of Compliance with County Contractual Requirements**

Acknowledge Alliance is committed to and able to comply with each of the terms in the County's standard template contract, including but not limited to

1. Hold Harmless provision
2. Liability Insurance requirements
3. Non-discrimination policy
4. Equal Employment Opportunity requirements
5. Equal Benefits Ordinance
6. Living Wage Ordinance
7. Jury Service Ordinance
8. All other provisions of the County's standard template contract.

Acknowledge Alliance will agree to have any disputes regarding any contract venued in San Mateo County or the Northern District of California.

Acknowledge Alliance has no objections to any terms in the County's contract template and is prepared to sign the County contract as-is.



**San Mateo County**  
Tabulation Report RFP #PROB 2022-003 - Youth and  
Family Programs  
Vendor: Therapeutic Beat Making, LLC

**General Comments:** I have previously worked in JESD running Therapeutic Beat Making (TBM) groups for at-risk youth at four middle schools including Thomas R. Policita, Benjamin Franklin, Fernando Rivera, FDR schools where we also conducted research on the impact of the program and initial data-findings showed efficacy in terms of Socioemotional Literacy and Skills, attendance, engagement and attitude towards school, relationships with peers, school staff and family members, and increased self-awareness.

I am also applying for RFP #PROB 2022\_004 - Youth Activities and Mental Health Services to provide service at YSC-Jh and Camp Kemp.

**General Attachments:** EGann\_Exhibit C\_RFP\_NoPROB\_2022-003.xlsx  
Hip Hop Beyond the Classroom.pdf  
Hip Hop, empowerment, and therapeutic beat- making potential solutions for summer learning loss, depression, and anxiety in youth.pdf  
RFP\_Prob2022-003\_ElliotGann\_Submission.pdf  
TFS - Bringing Hip Hop to Youth Across the Globe.pdf  
TRAVIS GANN CROOKE TBM AND LYRICS FOR EMPOWT PUBLISHED online first 2020.pdf  
Using the Power of Hip Hop to Inspire Youth NP.pdf  
We Are Today's Future Sound.pdf

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**Introduction & Executive Summary**

# Elliott Gann, Psy.D.

Trainer & Teaching Artist ~ Therapeutic Beat Making  
341 Alcatraz Ave, Apt 2, Oakland, CA 94618  
530-395-2967

January 5, 2023

Darlene Hansen  
Management Analyst  
County of San Mateo Probation Department  
222 Paul Scannell Drive  
San Mateo, CA 94402

Ms. Hansen:

Enclosed please find a proposal in response to RFP No. PROB 2022-003, Youth and Family Programs. I have proposed to offer Therapeutic Beat Making (TBM) services with youth at schools in San Mateo School Districts, as an independent contractor, in collaboration with my teaching partner, Ken Davidson Laxamana. These services meet the department's request for the following types of culturally responsive and trauma-informed programs: vocational, and gang prevention.

I have led hundreds of beat making workshops with thousands of youth participants using the TBM model, and through my consulting services, taught hundreds of youth leaders, music teachers, beat makers and others how to implement the TBM model. I have seen this model make notable impact on youth in many settings, community centers, schools, alternative high schools, and in juvenile halls. I have offered these workshops as a component of gang prevention community efforts in Alameda County and taught and consulted using this model at nonprofits and mental health service sites across the United States as well as internationally. Prior to the pandemic, I was under contract with the Jefferson School District to provide these services to youth as a prevention and intervention service, but the contract was terminated in 2020.

I continued my work with youth on-line, through the lockdown, gradually returning to in-person services, including at the Alameda County Juvenile Hall, where I recently renewed a grant from the State of California to provide a 5<sup>th</sup> year of programming. I am a licensed Clinical Psychologist, but the service offered in this proposal is not therapy –it is therapeutic and healing, while also teaching practical vocational skills in music production and encouraging youth to find their authentic voice through music.

Sincerely,



Elliott Gann, Psy.D.

**Tab 1: Qualifications & Experience**

Elliot Gann, Psy.D (aka. Phillipdrummond)

I am a clinical psychotherapist, producer, beat maker, and DJ by the name “Phillipdrummond”. I am a consultant and trainer in trauma-informed multidisciplinary methods show to reduce symptoms of PTSD/Complex Trauma in adolescents and use techniques including mindfulness, meditation, dance movement, and culturally informed music therapy in my work. I am a member of Hip Hop Congress working to establish a statewide network of qualified Hip Hop and urban cultural educators and provide resources, mentorship, and support for teaching artists and industry professionals in partnering with public schools. The network would help establish a pipeline for aspiring teaching artists, advisory partners and hip hop professionals interested in becoming credentialed educators in Career/Technical Education programs in the Arts and Music Education sector. As part of this effort I develop and formalize student leadership opportunities through internships and mentoring.

I have worked as a school-based counselor and clinician providing clinic-based and school-based psychotherapy and Therapeutic Beat Making groups with youth, participated in family collateral work. In my role as a clinician I have presented at the Annual International Trauma Conference, served as a visiting lecturer at university and colleges, and am a licensed psychologist with the State of California.

In 2012 I joined Today’s Future Sound to apply my clinical expertise in psychology to take their basic beat making format and create the Therapeutic Beat Making (TBM) model being proposed here. I developed this educational and therapeutic model into a standardized curriculum and also developed a training program for musicians to expand the capacity of the organization to work with more youth. Mental health professionals, DJs, beat makers, musicians, and Hip Hop artists can learn the TBM model through trainings I offer supported by in-vivo workshops experience supervised by myself or other lead teaching artists. In both my own professional capacity and as Executive Director of Today’s Future Sound, I have taught and presented therapeutic beat making and music production to over 100,000 people, including students across the globe, including North, Central, and South America, Africa, Asia, and Australia. The focus of my work now is to increase access for youth to the TBM model through workshops offered by Today’s Future Sound and through contracts with agencies like San Mateo Probation Department.

Services will be provided to schools in San Mateo county in collaboration and partnership with Ken Davidson Laxamana (Lax). Lax and I have been teaching together for several years and we work together well to serve more students and share equipment. Lax and I are in contact with district and school staff within local San Mateo School districts. They have expressed strong interest in the program and we would work with them to identify 2-3 school sites that would most benefit from our TBM workshops and offer 3, 10-week sessions to students either during the school day, or after-school. I would work with up to 3 groups of youth at a time for a total of 3 hours per week, Lax would work with 4 groups for 4 hours per week. We work with small groups of students to keep the teacher/student ratios low, support the development of a mentoring and collaborative relationships, and provide in-depth, hands-on experience with the equipment we bring. We can share one classroom space, or work separately at the same school, or at separate schools, depending on need and capacity of the schools. We each bring a variety of music production equipment to offer students a range of experience over the course of the 10 week sessions which culminate in a student performance where families are invited to watch a live performance of student skills and listen to selections from the class album. We can also advise the schools on purchases that will support the development of a music production studio and offer trainings to staff and teachers on how to implement and continue the TBM model at their sites.



## Exhibit A: Proposer's Statements

1. **List contracts completed in last three years for services with youth in detention and/or re-entry services.**

Year	Contracting Agency	Type of Service	Location	Amount
2022-23	State of California/ California Arts Council	JUMP StArts Award for Therapeutic Beat Making	Alameda County Juvenile Hall	\$47,500
2022	King County Office of Education	Therapeutic Beat Making Training for Teaching Staff	J.C. Montgomery School, King County CA	\$9,531.20
2022	Stanislaus County Office of Education	Therapeutic Beat Making Training for Teaching Staff	Modesto, CA	\$3,500
2021-22	State of California/ California Arts Council	JUMP StArts Award for Therapeutic Beat Making	Alameda County Juvenile Hall	\$50,000
2020-2021	State of California/ California Arts Council	JUMP StArts Award for Therapeutic Beat Making	Alameda County Juvenile Hall	\$31,128
2019-2020	State of California/ California Arts Council	UMP StArts Award for Therapeutic Beat Making	Alameda County Juvenile Hall	\$45,000

2. **List contracts, or other commitments (e.g. consulting arrangements), currently in force.**

Year	Contracting Agency	Type of Service	Location	Amount
2022-23	State of California/ California Arts Council	Supervising & coordinating grant activities	Alameda County Juvenile Hall	3-5 hours/week
2022-23	BACR	Therapeutic Beat Making workshops	Oakland Unified School District sites	3-5 hours/week
2022-23	Girls Inc.	Therapeutic Beat Making workshops	Oakland, CA	3-5 hours/week

3. **Provide details of any failure or refusal to complete a contract.**

NA
----

4. Provide professional qualification for each individual that would be assigned to provide services requested in this RFP.

Personnel Name	FTE/Salary	Applicable Degrees (Degree-Year-Institution)	Professional Licenses - Certifications for EBP	Child & Adolescent Needs and Strengths (CANS) Assessment Tool Certification
Elliot Gann, Psy.D.	\$250/hour	Doctorate of Psychology	Licensed Psychologist (PSY27672BOP) Certified: DMind TBM Model: Trainer and Lead Instructor	Check one: <input checked="" type="checkbox"/> Not trained <input type="checkbox"/> Trained <input type="checkbox"/> Super Trained Certification Date: _____
				Check one: <input type="checkbox"/> Not trained <input type="checkbox"/> Trained <input type="checkbox"/> Super Trained Certification Date: _____
				Check one: <input type="checkbox"/> Not trained <input type="checkbox"/> Trained <input type="checkbox"/> Super Trained Certification Date: _____
				Check one: <input type="checkbox"/> Not trained <input type="checkbox"/> Trained <input type="checkbox"/> Super Trained Certification Date: _____
				Check one: <input type="checkbox"/> Not trained <input type="checkbox"/> Trained <input type="checkbox"/> Super Trained Certification Date: _____

**Tab 2: Project Philosophy and Service Model**

In the Therapeutic Beat Making (TBM) model, students work one-on-one and in small groups with music industry professionals to compose their own music, make beats using digital software, learn the fundamentals of audio engineering, and produce an original album. Anchored by art, students forge connections with mentors/peers, developing positive self-images that onramp them into successful adulthood utilizing culturally relevant, trauma-informed arts education.

I propose to offer 3 hours of TBM classes per week, for 10 weeks, 3 times per school year. Students ideally participate in all nine weeks of a session, and play or perform their track at the 10<sup>th</sup> Family Performance session. I am also able to teach “Make a Beat in an Hour” classes that are well suited to youth in shorter stays. Sessions may be repeated by students as many times as they wish. Every student in every class receives considerable one-on-one instruction time. So whether students are with me for the first time or repeating the class, I tailor their instruction to their abilities and interest, helping them to build skills, build confidence, and make more or more complex tracks as they learn. Lessons are paced according to the interest and abilities of the group. Some groups will spend more time in Lessons 1-9, some will move quickly, and I will cover all 15 lessons in 9 weeks. Students who repeat the course will spend less time practicing the introductory skills and will receive individual coaching on more complex techniques. Each session will focus on building beat making and music production skills which increase technological and musical aptitude and may foster career development opportunities. TBM provides also provides participants with Science Technology Engineering Arts & Math (STEAM) related outcomes. Youth participants develop algebraic reasoning and pattern-based thinking and problem solving, increase computer/technology and media literacy, and gain knowledge of career pathways in the music industry above and beyond being a music artist, such as sound design, live and studio (audio) engineering, and event production.

The TBM model teaches workshop leaders to create a container of safety, respect, and inclusion through a process of collaborative creation of community agreements and norms at the beginning of groups, starting with student input. Grounded in the healing power of Hip Hop, teaching the TBM model is to uphold and honor the values of Peace, Love, Unity and Having Fun, as established by the Universal Zulu Nation (a foundational cornerstone Hip Hop cultural organization). Recognizing that therapeutic alliance (relationship) is the number one predictor of positive outcomes across all modalities and interventions, I prioritize fostering a nurturing and creative learning environment where youth feel safe to express themselves authentically and to be seen and heard in fullness as their unique individual selves. Healthy relationships, bonding and communication contribute to lowering rates of youth violence, promoting an investment in self and others, and contributing to community cohesion. Additionally, the use of rhythmic regulation to calm the youths’ stress responses (whether listening to or making beats) is a central feature of the models.

In addition to teaching and developing artistic skills, the programs are designed to have a significant therapeutic impact, and provide avenues for youth to effectively and intentionally express their truths in a healthy and socially adaptive manner. As a result, youth who come through these programs have reported increased self-efficacy and self-esteem, increased emotional awareness and emotional regulation skills, increased frustration tolerance, and lowered feelings of anxiety and depression. Incorporated into the TBM curriculum is information about the sociopolitical roots and history of Hip Hop, which is not taught in American or World History curriculum in schools or the juvenile hall. This provides an important and empowering cultural framework around the development of artistic skills.

## Curriculum Overview

All Lessons start with a review of the Community Agreements & Ground Rules

- Respect for others and the equipment
- Constructive feedback
- Safety & Inclusion

### TBM Standard Curriculum: Full Course

Lesson 1 & 2: Introduction to Beat Making

- Drums & Melody
- Use of the Beat Machine
- Basic music terms
- Tempo
- Scales

Lesson 3: Chords and Chord Progression

Lesson 4 -6: Sampling (may be covered in up to 3 separate sessions)

- Rhythm fundamentals
- Hip hop history and cultural geography
- Introduction to media literacy and ethics of sampling and sharing
- Small group beat making practice
- Analog vs digital sound

Lesson 7: Song Structure

- Hip hop vs Pop
- Practice following a chosen song structure

Lesson 8: Found Sound

- Making music from found items

Lesson 9: Beat Styles

- Exploration of style, genre and sub-genres

Lesson 10: Quantization and Swing

- Video and audio examples
- Experimentation with beat “recipes”

Lesson 11 & 12: Filters and Effects

Lesson 13: Mixing

Lesson 14: Side Chain Compression and Limiting

Lesson 15: Album Art and Performance

- Packaging and sharing a class album or individual tracks

## Space and Equipment Needs

Included in the Year 1 budget is an equipment list needed to provide TBM programming at a school site. This class kit can be transported from school to school. Additional funds are requested in Year 2 and Year 3 to replace any equipment that may become damaged or worn out over the course of the year of programming. Equipment listed is high-quality and professional grade, but in a classroom setting, can sustain more wear-and-tear compared to studio-only use. I will supplement this equipment with items from my own studio in order to broaden student exposure to a variety of tools and techniques used in modern music production and to give more students more hands-on time to practice and compose. Sessions are typically held in a classroom and access to a table or some desks and a power outlet are all I need to hold a workshop. The Family Performance can be held in the same classroom, or in a larger space if available at the site and, generally, with the AV equipment already available at the school. Rarely, additional equipment must be rented to hold a larger performance.

## Other Project Requirements

Meeting Attendance: I welcome the opportunity to attend the Juvenile Justice Coordinating Council meetings, whether in person or on line. I hope to build a productive working relationship with the San Mateo County Probation Department to support the needs of youth and families.

Collaboration with CBOs: I also welcome the opportunity to collaborate with other CBOs or others providing youth and family services. I have worked with organizations that focus on creative writing to incorporate rap and lyric-writing into the TBM model, and involved visual arts programming to support the album cover art creation. The TBM model can also be taught to adults and youth as young as 4 or 5, so I have also offered intergenerational workshops, family workshops, and adult workshops in addition to the professional development training I offer to mental health professionals, music teachers and others who want to be come certified and experienced in using the TBM model to hold their own workshops.

Alternative Service Delivery Method: the TBM model is best offered in person, over time, with the same instructor, however, the pandemic gave me the opportunity to adapt the curriculum to an on-line format which I used to deliver workshops to students using on-line tools and apps that simulate the equipment I bring to class. I can also teach "Beats in an Hour" where in one hour I cover the fundamentals of beat making including drum programming, sampling, melody and harmony, song composition and arrangement so that students leave with a finished track. This format is ideal for one time workshops or short run workshops. I also often use this model to demonstrate at an all-school assembly, or as an introductory class for a site that is considering a long-term contract. If or when the need arises during this contract period, I am prepared to offer either on-line lessons or one-time lessons, in place of the 10-week series that is optimal.

Fingerprinting/Background Checks: I understand that I may be subject to fingerprinting and/or background check requirements in order to work in a school setting. I have completed this requirement many time for many agencies.

Project Manager: I am applying for this contract as an independent contractor and therefore will serve as Project Manager for these services and for all contract related matters.

## Exhibit B – Clients and Services

Please complete the following questions about your proposed services and clients.

1. Please tell us about your program, identifying the following:
  - a. The specific types of services you will provide. Be sure to indicate any use of curriculums/interventions you will implement that are evidence-based.
  - b. Where will these services be provided? Indicate geographical location as well as site.
  - c. What is the expected timing of these services? (i.e., when will they begin and end, how frequently will they be provided, year-round vs. school year etc.)

The Therapeutic Beat Making Model (TBM) is endorsed by the world's leading trauma experts such as Bessel van der Kolk and Bruce D. Perry. The pedagogy allows disenfranchised students who often feel out of control of their own lives to reclaim some of their agency back and build the confidence to seek opportunities; youth can apply their skills of creativity and ingenuity into an art form that serves as both expressive outlet and career builder. The model been shown to reduce stress in youth who participate, including those who are system-involved, and to increase in classroom engagement.

Students in TBM workshops learn to write their own music make beats using digital software, learn the fundamentals of audio engineering, and produce their own original creative work. The curriculum also provides a context for discussing world geography, digital literacy, community service, multimedia job pathways, cultural diplomacy, cross-cultural collaboration, and entrepreneurship.

TBM Workshops will be offered for 3 hours per week, for 10 weeks, 3 times during the school year, for the next three years, beginning in August or September 2023. The 3 hours per week will be divided between the schools within the Jefferson Elementary School District as arranged with the Superintendents Office and the school sites. Each session will culminate by completing a performance for family and friends, a class album compilation, including cover art designed by the students, and each participant is expected to contribute at least one track to the album. The album will be made available on-line, indefinitely, so that students can access their tracks in the future and share them with friends and family.

2. Please tell us about your target client population, including client characteristics and numbers you plan to serve.

The Therapeutic Beat Making (TBM) model is interdisciplinary, culturally-sustaining, trauma informed and trauma responsive and is ideally suited for youth and adolescents in need of a small group, strengths-based intervention that is healing, that builds self-confidence and self-advocacy, builds and inspires creativity, and helps individuals create positive change in their lives. TBM Workshops are most effective when implemented for 1 to 1.5 hours at a time on a weekly or biweekly basis, for 9 weeks, culminating in sharing their work with family and friends. For this proposal, TBM Workshops and sessions will be scheduled in coordination with the school site needs 3 times per school year.

Students will be served in small groups, ideally, 5-10 per lesson. Students may repeat the sessions, but our goal will be to serve as many youth who are able to and wish to attend. I am also bidding to offering these sessions at the Youth Services Center - Juvenile Hall (YSC-JH) and Camp Kemp, in partnership with another bidder, Ken Laxamana, and will coordinate our sessions at school sites with our sessions at the Camp and Hall to minimize travel time and milage costs.

3. Please complete the following for each direct service provided:

Direct Service Type	Number of Staff Providing Services	Number of Projected Hours	Number of Projected Clients
Therapeutic Beat Making Workshops	1/self	90 hrs/year direct service/yr 45 hrs/year offsite prep/yr	45-90/year

**Tab 3: Protocols for Addressing Concerns**

As part of the program evaluation I debrief regularly, at least weekly, with site staff and with any teaching partners at the site and I provide supervision and expert consultation to other teaching artists working in school and juvenile hall settings. If routine problems arise they are generally resolved in the regular debriefing sessions with school staff. I also lead weekly staff meetings for those teaching at other sites where we can discuss any challenges faced and seek solutions and support.



**Tab 4: Claims, Licensure, Non-Discrimination, and HIPAA Violations**

There are no current licensure, HIPAA, non-discrimination claims against me or Today's Future Sound.

There have been no such claims against me or Today's Future Sound in the past 5 years.

**Tab 5: Cost Analysis and Budget for Primary Services**

Direct Service Time

Direct service time for teaching the TBM model is charged at \$250/hour for the first year. I estimate providing 90 direct service hours per year. A 5% increase per year is incorporated into the budget for Year 2 and 3 of this proposal.

Preparation Time

For every hour of direct service time, I spend half an hour off-site, preparing for the next group, reviewing students’ progress, debriefing and planning with my teaching partner. I will serve as primary contact with the site and lead coordination and scheduling with my teaching partner. I offer consultation and supervision as necessary to my teaching partner, especially around challenging situations with students. My preparation time is billed at \$125/hour. I estimate 45 hours of preparation hours per year.

Equipment List – Class set (Year 1)

Ableton Push 2 & Software	\$1,500
iloud	\$350
Headphones	\$250
Piano Keyboard	\$150
Interface	\$200
Gear box	\$75
Audio cables	\$25
Bag	\$200
SSD	\$400
Total	\$3,150

In Year 2 and Year 3, \$1500 is budgeted to replace or repair any equipment damaged or lost during program sessions.

Graphic Design

Each school year, I will complete three sessions of TBM workshops with up to 3 groups of student each session, and students will create class compilation albums. Each session of students will collaborate to design an album cover, that will be polished and completed by a graphic designer. Each design costs \$150 in Year 1. A 10% increase per year is incorporated into the budget for Year 2 and 3 of this proposal.

Music Sharing

I maintain on-line storage and sharing services for all tracks generated in TBM workshops. Class albums created by students will be posted to a site that is free for students, and the public, to access with a link. A portion of total costs for these services will be applied to this contract, in the amount of \$69 in Year 1. A 10% increase per year is incorporated into the budget for Year 2 and 3 of this proposal.

Student Recognition

Each session students design an image for their class compilation album. Depending on student interest, we can make stickers, t-shirts, or posters with that image to give to students in recognition for their participation in the workshops and completion of a track contributed to the album. I have included \$300 for Year of the contract to purchase student recognition items and accounted for anticipated cost increases in Year 2 & 3.

Name of Program:

**FISCAL YEAR 2023-24 (July 1, 2023 - June 30, 2024)**

Budget Projections								
A. Direct Personnel Costs								
Services (by Type)	# of Staff	Rate (\$/hr/staff)	Indicator	Quarter 1 (7/1/23 - 9/30/23)	Quarter 2 (10/1/23 - 12/31/23)	Quarter 3 (1/1/24 - 3/31/24)	Quarter 4 (4/1/24 - 6/30/24)	FY 2023-24 Total
Therapeutic Beat Making	1	\$250.00	Number of Clients	15	15	15	15	
			Number of Hours	22.5	22.5	22.5	22.5	90
			Amount (Rate * Hours * Staff)	\$5,625.00	\$5,625.00	\$5,625.00	\$5,625.00	\$22,500.00
TBM Prep Time	1	\$150.00	Number of Clients	15	15	15	15	
			Number of Hours	11.25	11.25	11.25	11.25	45
			Amount (Rate * Hours * Staff)	\$1,687.50	\$1,687.50	\$1,687.50	\$1,687.50	\$6,750.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>A. Direct Personnel Costs Total</b>				<b>\$7,312.50</b>	<b>\$7,312.50</b>	<b>\$7,312.50</b>	<b>\$7,312.50</b>	<b>\$29,250.00</b>

<b>B. Direct Operating Costs</b>						
Item	Indicator	Quarter 1 <small>(7/1/23 - 9/30/23)</small>	Quarter 2 <small>(10/1/23 - 12/31/23)</small>	Quarter 3 <small>(1/1/24 - 3/31/24)</small>	Quarter 4 <small>(4/1/24 - 6/30/24)</small>	FY 2023-24 Total
Music production Equipment	Amount	\$3,150.00				\$3,150.00
Graphic Design	Amount		\$450.00	\$450.00	\$450.00	\$1,350.00
Music hosting	Amount	\$69.00				\$69.00
Student Recognition	Amount		\$100.00	\$100.00	\$100.00	\$300.00
<b>B. Direct Operating Costs Total</b>		<b>\$3,219.00</b>	<b>\$550.00</b>	<b>\$550.00</b>	<b>\$550.00</b>	<b>\$4,869.00</b>

	Quarter 1 <small>(7/1/23 - 9/30/23)</small>	Quarter 2 <small>(10/1/23 - 12/31/23)</small>	Quarter 3 <small>(1/1/24 - 3/31/24)</small>	Quarter 4 <small>(4/1/24 - 6/30/24)</small>	FY 2023-24 Total
<b>A. Direct Personnel Costs Total</b>	\$7,312.50	\$7,312.50	\$7,312.50	\$7,312.50	\$29,250.00
<b>B. Direct Operating Costs Total</b>	\$3,219.00	\$550.00	\$550.00	\$550.00	\$4,869.00
<b>Total Direct Program Costs (A + B)</b>	\$10,531.50	\$7,862.50	\$7,862.50	\$7,862.50	\$34,119.00
<b>C. Indirect Costs (10%)</b>	\$1,053.15	\$786.25	\$786.25	\$786.25	\$3,411.90
<b>TOTAL FY 2023-24 BUDGET</b>	<b>\$11,584.65</b>	<b>\$8,648.75</b>	<b>\$8,648.75</b>	<b>\$8,648.75</b>	<b>\$37,530.90</b>

Name of Program:

**FISCAL YEAR 2024-25 (July 1, 2024 - June 30, 2025)**

			Budget Projections					
A. Direct Personnel Costs								
Services (by Type)	# of Staff	Rate (\$/hr/staff)	Indicator	Quarter 1 (7/1/24 - 9/30/24)	Quarter 2 (10/1/24 - 12/31/24)	Quarter 3 (1/1/25 - 3/31/25)	Quarter 4 (4/1/25 - 6/30/25)	FY 2024-25 Total
Therapeutic Beat Making	\$1	263	Number of Clients	15	15	15	15	
			Number of Hours	22.5	22.5	22.5	22.5	90
			Amount (Rate * Hours * Staff)	\$5,906.25	\$5,906.25	\$5,906.25	\$5,906.25	\$23,625.00
TBM Prep Time	\$1	125	Number of Clients	15	15	15	15	
			Number of Hours	11.25	11.25	11.25	11.25	45
			Amount (Rate * Hours * Staff)	\$1,406.25	\$1,406.25	\$1,406.25	\$1,406.25	\$5,625.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>A. Direct Personnel Costs Total</b>				<b>\$7,312.50</b>	<b>\$7,312.50</b>	<b>\$7,312.50</b>	<b>\$7,312.50</b>	<b>\$29,250.00</b>

<b>B. Direct Operating Costs</b>						
Item	Indicator	Quarter 1 <small>(7/1/24 - 9/30/24)</small>	Quarter 2 <small>(10/1/24 - 12/31/24)</small>	Quarter 3 <small>(1/1/25 - 3/31/25)</small>	Quarter 4 <small>(4/1/25 - 6/30/25)</small>	FY 2024-25 Total
Music production Equipment	Amount	\$1,500.00				\$1,500.00
Graphic Design	Amount		\$495.00	\$495.00	\$495.00	\$1,485.00
Music hosting	Amount	\$75.90				\$75.90
Student Recognition	Amount		\$110.00	\$110.00	\$110.00	\$330.00
<b>B. Direct Operating Costs Total</b>		<b>\$1,575.90</b>	<b>\$605.00</b>	<b>\$605.00</b>	<b>\$605.00</b>	<b>\$3,390.90</b>

	Quarter 1 <small>(7/1/24 - 9/30/24)</small>	Quarter 2 <small>(10/1/24 - 12/31/24)</small>	Quarter 3 <small>(1/1/25 - 3/31/25)</small>	Quarter 4 <small>(4/1/25 - 6/30/25)</small>	FY 2024-25 Total
<b>A. Direct Personnel Costs Total</b>	\$7,312.50	\$7,312.50	\$7,312.50	\$7,312.50	\$29,250.00
<b>B. Direct Operating Costs Total</b>	\$1,575.90	\$605.00	\$605.00	\$605.00	\$3,390.90
<b>Total Direct Program Costs (A + B)</b>	\$8,888.40	\$7,917.50	\$7,917.50	\$7,917.50	\$32,640.90
<b>C. Indirect Costs (10%)</b>	\$888.84	\$791.75	\$791.75	\$791.75	\$3,264.09
<b>TOTAL FY 2024-25 BUDGET</b>	<b>\$9,777.24</b>	<b>\$8,709.25</b>	<b>\$8,709.25</b>	<b>\$8,709.25</b>	<b>\$35,904.99</b>

Name of Program:

**FISCAL YEAR 2025-26 (July 1, 2025 - June 30, 2026)**

			Budget Projections					
A. Direct Personnel Costs								
Services (by Type)	# of Staff	Rate (\$/hr/staff)	Indicator	Quarter 1 (7/1/25 - 9/30/25)	Quarter 2 (10/1/25 - 12/31/25)	Quarter 3 (1/1/26 - 3/31/26)	Quarter 4 (4/1/26 - 6/30/26)	FY 2025-26 Total
Therapeutic Beat Making	\$1	276	Number of Clients	15	15	15	15	
			Number of Hours	22.5	22.5	22.5	22.5	90
			Amount (Rate * Hours * Staff)	\$6,201.68	\$6,201.68	\$6,201.68	\$6,201.68	\$24,806.70
TBM Prep Time	\$1	125	Number of Clients	15	15	15	15	
			Number of Hours	11.25	11.25	11.25	11.25	45
			Amount (Rate * Hours * Staff)	\$1,406.25	\$1,406.25	\$1,406.25	\$1,406.25	\$5,625.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>A. Direct Personnel Costs Total</b>				<b>\$7,607.93</b>	<b>\$7,607.93</b>	<b>\$7,607.93</b>	<b>\$7,607.93</b>	<b>\$30,431.70</b>

<b>B. Direct Operating Costs</b>						
Item	Indicator	Quarter 1 (7/1/25 - 9/30/25)	Quarter 2 (10/1/25 - 12/31/25)	Quarter 3 (1/1/26 - 3/31/26)	Quarter 4 (4/1/26 - 6/30/26)	FY 2025-26 Total
Music production Equipment	Amount	\$1,500.00				\$1,500.00
Graphic Design	Amount		\$545.00	\$545.00	\$545.00	\$1,635.00
Music hosting	Amount	\$83.50				\$83.50
Student Recognition	Amount		\$120.00	\$120.00	\$120.00	\$360.00
<b>B. Direct Operating Costs Total</b>		<b>\$1,583.50</b>	<b>\$665.00</b>	<b>\$665.00</b>	<b>\$665.00</b>	<b>\$3,578.50</b>

	Quarter 1 (7/1/25 - 9/30/25)	Quarter 2 (10/1/25 - 12/31/25)	Quarter 3 (1/1/26 - 3/31/26)	Quarter 4 (4/1/26 - 6/30/26)	FY 2025-26 Total
<b>A. Direct Personnel Costs Total</b>	\$7,607.93	\$7,607.93	\$7,607.93	\$7,607.93	\$30,431.70
<b>B. Direct Operating Costs Total</b>	\$1,583.50	\$665.00	\$665.00	\$665.00	\$3,578.50
<b>Total Direct Program Costs (A + B)</b>	\$9,191.43	\$8,272.93	\$8,272.93	\$8,272.93	\$34,010.20
<b>C. Indirect Costs (10%)</b>	\$919.14	\$827.29	\$827.29	\$827.29	\$3,401.02
<b>TOTAL FY 2025-26 BUDGET</b>	<b>\$10,110.57</b>	<b>\$9,100.22</b>	<b>\$9,100.22</b>	<b>\$9,100.22</b>	<b>\$37,411.22</b>

	FY 2023-24 Total	FY 2024-25 Total	FY 2025-26 Total	Project Total
<b>A. Direct Personnel Costs Total</b>	\$29,250.00	\$29,250.00	\$30,431.70	\$88,931.70
<b>B. Direct Operating Costs Total</b>	\$4,869.00	\$3,390.90	\$3,578.50	\$11,838.40
<b>Total Direct Program Costs (A + B)</b>	\$34,119.00	\$32,640.90	\$34,010.20	\$100,770.10
<b>C. Indirect Costs Total</b>	\$3,411.90	\$3,264.09	\$3,401.02	\$10,077.01
<b>TOTAL PROGRAM BUDGET</b>	<b>\$37,530.90</b>	<b>\$35,904.99</b>	<b>\$37,411.22</b>	<b>\$110,847.11</b>



**Tab 6: Data Collection/Program Evaluation**

I take attendance at each workshop, note class participation and engagement, and track student's progress toward completing at least one track. Many students will complete multiple tracks, but a program goal is to support every student to create and complete one full composition to contribute to the class album.

My teaching partner and I will keep class attendance and participation data in a shared, password-protected google sheet. We use a shared calendar to track class schedules, reporting requirements and deadlines, and to ensure timely submission of data.

I engage with program evaluation and continuous quality improvement activities on a week-by-week, session-by-session basis. I maintain close relationships with all partner organizations and other TBM instructors so feedback can happen in real-time to tailor our program to students' needs. I engage in regular debriefings with other teaching artists and site staff to gain insight about students, strategize and plan for upcoming groups, and identify any problems or concerns as early as possible. Students are asked to complete brief surveys assessing their experience in the program in regards to arts education, self-efficacy, and engagement which supports program improvement.

**Table 7: References**

From Projects of Similar Size & Scope:

James Rivers  
Superintendent, Alameda County Juvenile Hall  
Alameda County Probation Dept.  
PO Box 2059  
1111 Jackson Street  
Oakland, CA 94607-2059  
510-667-7819

Dr. Itoco Garcia, EdD  
Superintendent of Marin City/Larkspur School District  
200 Phillips Drive  
Marin City, CA 94965  
415-342-6065

J.C. Hall, LCSW  
Social Worker, Trauma Therapist  
Mott Haven Community High School  
455 Southern Blvd  
The Bronx, NY 10455  
516-647-4303

**Tab 8: Statement of Compliance with County Contractual Requirements**

I agree to adhere and comply with San Mateo County's standard contract language including the following:

- Hold Harmless provision
- Liability Insurance requirements
- Non-discrimination policy
- Equal Employment Opportunity requirements
- Equal Benefits Ordinance
- Living Wage Ordinance
- Jury Service Ordinance
- All other provisions of the County's standard template contract.

I agree to have any disputes regarding the contract venued in San Mateo County or Northern District of California. I have no objections to any terms in the County's standard contract template.



**San Mateo County**  
Tabulation Report RFP #PROB 2022-003 - Youth and  
Family Programs  
Vendor: Fresh Lifelines for Youth, Inc

**General Comments:**

**General Attachments:** FLY\_ExhibitC\_Budget\_PROB\_2022-003\_JJCPA.xlsx  
FLY\_ExhibitC\_Budget\_PROB\_2022-003\_JPCF.xlsx  
FLY\_Response\_to\_RFP\_No.PROB\_2022-003-Youth\_-\_Family\_Programs.pdf

**CORPORATE**

Sobrato Center for Nonprofits  
568 Valley Way  
Milpitas, CA 95035  
Phone: 408.263.2630  
Fax: 408.263.2631

**SAN MATEO**

Sobrato Center for Nonprofits  
330 Twin Dolphin Drive, Suite 105  
Redwood City, CA 94065  
Phone: 408.263.2630  
Fax: 650.610.9821

**ALAMEDA COUNTY**

333 Hegenberger Road  
Suite 350  
Oakland, CA 94621  
Phone: 408.263.2630  
Fax: 510.382.1072

January 6, 2022

To the San Mateo County Probation Department:

Please accept this proposal from Fresh Lifelines for Youth, Inc. (FLY) in response to RFP Solicitation Number PROB 2022-003 - Youth and Family Programs from the County of San Mateo Probation Department. FLY respectfully proposes that the department fund FLY's San Mateo County Law Program and Leadership Training Program in the amount of \$131,048.76 per year (\$393,146.29 over the course of the three-year contract) in JJCPA and JPCF funding to support efforts targeted at intervening with at-risk youth before they enter the juvenile justice system and decreasing recidivism in youth on probation.

I am authorized to commit FLY to the terms of the proposal submitted and to represent FLY in negotiations, and I look forward to working with the Probation Department to negotiate an agreement. The people authorized to represent FLY in negotiations with the Probation Department include: Ali Knight, President & CEO and Kate Hiester, San Francisco and San Mateo County Director.

Thank you for your consideration of this proposal.

Sincerely,





*Alexandria Cooley*

Alexandria Maria Cooley, Chief Program Officer  
Fresh Lifelines for Youth, Inc.  
Sobrato Center for Nonprofits  
330 Twin Dolphin Drive, Suite 105  
Redwood City, CA 94065  
Phone: 408-601-7420  
Email: [acooley@flyprogram.org](mailto:acooley@flyprogram.org)

<b>Title</b>	Document for review
<b>File name</b>	Cover_Letter-JJCP...Final_1.5.22.docx
<b>Document ID</b>	f9016c373c1582f88bcab9b47bae3563dd9c7efe
<b>Audit trail date format</b>	MM / DD / YYYY
<b>Status</b>	● Signed

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## Document History

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 <small>SIGNED</small>	<b>01 / 06 / 2023</b> 19:35:19 UTC	Signed by Alexandria Cooley (acooley@flyprogram.org) IP: 172.58.33.144
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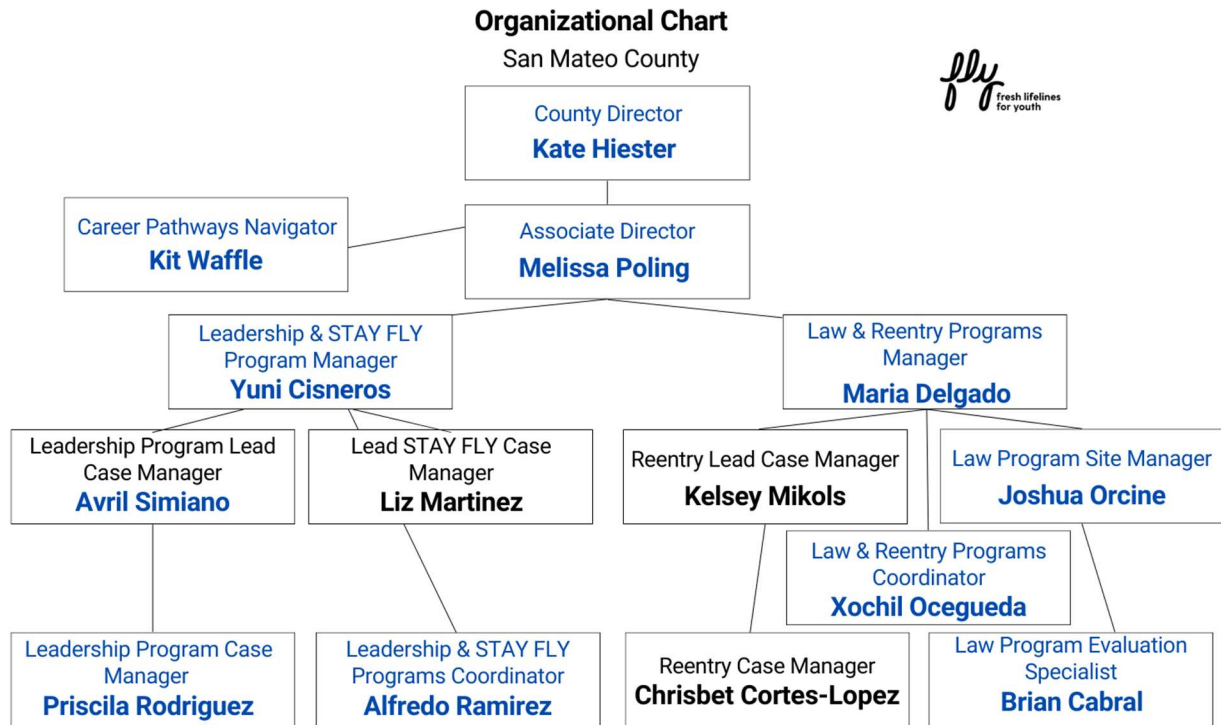
FLY Response to RFP No. PROB 2022-003

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**Tab 1: Qualifications and Experience (up to 5 pages, including Exhibit A)<sup>1</sup>**

**a) Provide a statement of qualifications for your organization, including an organization chart, organization size, a description of services provided by your organization, and a statement of the extent of experience/history providing the services requested by this RFP.** Fresh Lifelines for Youth (FLY) is a juvenile justice nonprofit dedicated to disrupting the pipeline to prison for youth. For more than 22 years, FLY has served young people who struggle with the effects of substance abuse, trauma, violence, gang involvement, poverty, and racism and are involved with or at risk of entering the juvenile justice system. FLY has built trust and recognition as a premier juvenile justice nonprofit. Today, FLY has a budget of \$10.2 million, a team of more than 100 staff positions, and approximately 200 volunteers who reach more than 2,000 probation and at-risk youth annually across five Bay Area counties. FLY is led by Ali Knight, President & CEO, since 2020. He has over 20 years of experience as a public servant. He is a 2022-2024 Annie E. Casey Foundation’s Children and Family Fellow, a recipient of the New York University Alumni 2021 Change Maker Award, and has held leadership roles at the Institute for Opportunity and Justice at John Jay College of Criminal Justice and the Vera Institute of Justice. With more than 40 current government contracts from state, county, and city agencies, FLY has earned a reputation as a valued and trusted collaborative partner.



This is a FY 22-23 Organization Chart for FLY’s San Mateo County Programs. A full organizational chart is available upon request. The names in blue represent staff members who will be involved in this project.

**Organization Size:** FLY currently employs 120 staff members, including 110 full-time and 10 part-time employees.

<sup>1</sup> Justification for exceeded maximum page count specified in the RFP: FLY must exceed the five-page limit in order to provide complete responses to all items in Exhibit A due to the number of government contracts FLY has completed or has active currently across the agency.



**Description of services provided:** FLY incorporates evidence-based principles and promising practices on the cutting edge of juvenile justice research to bolster its programs. Youth typically first enter FLY services through the Law Program, which uses an innovative law-related education (LRE) curriculum to teach at-risk youth about the law and consequences of crime. At the conclusion of the Law Program, youth have built a basic understanding of the justice system and laws that affect them, as well as skills in critical thinking, social- and self-awareness, and self-advocacy. Youth in need of additional services to make lasting change a reality can transition into FLY's Leadership Training Program, where they receive 10 months of individualized attention and support from FLY Case Managers. The program is designed to offer alternative strategies to delinquency, substance abuse, gangs, and violence by offering participants intensive one-on-one support, engaging them in service-learning projects that build identities as positive change agents in their communities, and providing positive pro-social group mentoring to build resiliency and self-sufficiency. FLY also provides youth with connections to vocational and educational supports through both case management/mentoring and specialized career pathways navigation services.

**The extent of experience/history providing the services requested in RFP:** FLY has more than 20 years of experience successfully providing services that produce measurable outcomes and impacts for juvenile justice teens across the Bay Area. Reaching youth in San Mateo County (SMC), Santa Clara County, Alameda County, and most recently San Francisco County and Contra Costa County, FLY staff are uniquely qualified and dedicated to providing services to probation and at-risk youth. FLY staff's linguistic and cultural backgrounds reflect those of FLY's clients. Many staff have common life experiences with the youth they serve: some have grown up in neighborhoods where youth reside, others are the children of immigrants, and others have interfaced with the justice system. In addition to ongoing professional development and training, staff receive over 30 hours of training on Motivational Interviewing, Strengths-Based Approaches, and other evidence-based methodologies as a part of the formal onboarding process.

The results of FLY's SMC Law Program in FY 21-22 serve as evidence of FLY's success in achieving positive outcomes for its SMC programs:

- 97% of participants reported that the program gave them access to positive adult role models
- 94% reported that after the program they are more likely to make healthier decisions
- 89% reported that they want to make positive changes after being in FLY
- 88% of participants reported that the program gave them more confidence to deal with negative peer pressure
- 86% reported that they now have hope for their futures
- 83% reported that they are less likely to break the law after being in FLY

Additionally, in SMC, at the end of the Leadership Training Program in FY 21-22:

- 100% of participants reported that the program gave them access to positive adult role models
- 100% reported that they want to make positive changes after being in FLY
- 90% reported that they now have hope for their futures
- 90% reported that after the program they are more likely to make healthier choices
- 85% reported that they are less likely to break the law after being in FLY
- 85% reported that the program has given them more confidence to deal with negative peer pressure

Additionally, 84% of Leadership Training Program participants increased their educational attainment or engagement and 92% of participants did not sustain a new offense during the program year.

**b) How many full-time employees (FTEs) do you plan to assign to this project if you are selected?** The SMC Law and Leadership Training Programs utilize 11 staff, all of whom are already hired and delivering services as outlined in this proposal.

**c) How many people in total are employed by your organization? Delineate between employees and consultants.** FLY currently employs 120 staff members, including ten part-time and 110 full-time employees.

**d) In Exhibit A, please list all contracts serving at-risk or justice-involved youth over the past three years (Item 1) and all current contracts and commitments (Item 2). If you failed or refused to complete a contract, please provide details (Item 3).** Please see exhibit A.

**e) In Exhibit A (Item 4), please list the professional qualifications for each individual that would be assigned to provide services requested by this RFP, including date and educational institutions of any applicable degrees, additional applicable training (certifications for evidence-based programs), and any professional certifications and/or licensing.** Please see Exhibit A.

**Exhibit A: Proposer’s Statements**

**1. List contracts completed in last three years for services with youth in detention and/or re-entry services.**

Year	Contracting Agency <sup>2</sup>	Type of Service <sup>2</sup>	Location	Amount <sup>3</sup>
2017-2020	SMC Probation (YOBG)	Law-Related Education (LRE) Course; Reentry Case Management/ Mentoring (HS)	Facilities and Community Sites	\$215,791 per year
2017-2020	SMC Probation Department (JPCF)	LRE Course; Case Management/Mentoring (HS)	Community Sites and High Schools	\$91,212 (FY20)
2017-2020	SMC Probation Department (JJCPA)	LRE Course; Case Management/Mentoring (HS)	Various Community Sites and High Schools	\$48,765 (FY20)
2018-2020	SMC Probation Department (YOBG-Gang Prevention and Intervention)	LRE Course; Reentry Case Management/Mentoring for gang-impacted youth	Camp Kemp, YSC, Various Community Sites	\$13,456 (FY19); \$82,811 (FY20)
2022	SMC Sheriffs Department	LRE Course (TAY)	SMC Jails	\$14,218

<sup>2</sup> The following acronyms are used: SMC = San Mateo County; SCC = Santa Clara County; AC = Alameda County; CCC = Contra Costa County; HS = High School-Age; MS = Middle School-Age; TAY = Transition-Age Youth

<sup>3</sup> Several contracts have been active for more than the past three years. FLY has included the amounts for the past three fiscal years only.

2021-2022	SMC Office of Education	LRE Course (HS)	High Schools	\$32,000
2018-2020	Board of State and Community Corrections (CalVIP)	LRE Course; Volunteer-Based Mentoring; Case Management	Juvenile Hall; Community Sites in Oakland	\$181,191 per year
2019-2022	Board of State and Community Corrections (Title II)	Case Management/ Mentoring (Community); Education/Career Navigation Support	Community-based across SCC, SMC, and AC	\$350,000 per year
2022	Board of State and Community Corrections	Public Comment Services related to Minimum Standards for Juvenile Facilities	Community-based	\$10,000
2019-2021	Governor's Office of Business and Economic Development (CalCRG)	LRE Course; Case Management/Mentoring (TAY)	Facilities and Community Sites across SCC, SMC, and AC	\$283,153 over two years
2017-2022	SCC Probation (Mentoring Services Contract)	Volunteer-Based Mentoring; Case Management	Community-based in SCC	\$358,925(FY20); \$358,925(FY21); \$358,925 (FY22)
2019-2021	SCC Probation (Young Adult Deferred Entry to Judgment)	LRE Course; Case Management/Mentoring (TAY)	SCC Facilities and Community Sites	\$250,000 over two years
2015-2020	SCC Probation (Prevention and Early Intervention)	LRE Course; Case Management/Mentoring (HS)	Community Sites and Schools	\$100,000 (FY20)
2020-2022	SCC Probation (PIVOT)	Credible Messenger Mentoring Services	Community sites	\$277,322(FY21), \$287,971(FY22); \$100,813 (FY23)
2017-2020	SCC Probation (Juvenile Services Youth Advisory Council (YAC) Contract)	YAC Design and Implementation	Community Sites	\$179,423 (FY20)
2017-2022	SCC Social Services Agency (School-Linked Services)	LRE Course; Case Management/Mentoring	Community Sites and Middle Schools	\$79,567 (FY20); \$81,954 (FY21); \$81,954 (FY22)
2021-2022	SCC Office of LGBTQ Affairs	Recruit and Engage LGBTQ-focused YAC Subcommittee	Community Sites	\$80,000
2016-2020	SCC Probation (Gang Redirect)	LRE Course focused on Gang Redirection	William F. James Ranch	\$43,575 (FY20)

2019-2020; 2020-2021; 2021-2022; 2022-2023	City of San Jose (Safe Summer Initiative)	Prosocial Activities	Community-based events in SCC	\$17,500 (FY20) \$9,500 (FY21) \$9,500 (FY22); \$10,00 (FY23)
2019-2022	City of Oakland (Oakland Fund for Children and Youth)	Case Management/ Mentoring; Volunteer- Based Mentoring (HS)	Community Sites	\$95,500 per year
2021-2022	CCC Probation Department (TA Contract)	Technical Assistance (design and test services for TAY)	Facilities and Community Sites	\$100,000
2021-2022	CCC Probation Contract (Law and Leadership Training)	LRE course; Case Management/Mentoring (HS)	Facilities and Community Sites	\$50,000
2019-2020	Monterey County Probation	Technical Assistance (related to LRE course)	Juvenile Hall	\$17,000
2021-2022	Monterey County Probation	Technical Assistance (related to LRE course)	Juvenile Hall	\$25,000

**2. List contracts, or other commitments (e.g. consulting arrangements), currently in force.**

Year	Contracting Agency <sup>4</sup>	Type of Service <sup>4</sup>	Location	Amount
2020-2023	SMC Probation (YOBG)	LRE Course; Reentry Case Management/Mentoring (HS)	Facilities and Community Sites	\$215,791 per year
2020-2023	SMC Probation (JPCF)	LRE Course; Case Management/Mentoring (HS)	Community Sites and High Schools	\$88,424 per year
2020-2023	SMC Probation (JJCPA)	LRE Course; Case Management/Mentoring (HS)	Community Sites and High Schools	\$38,554 per year
2022-2023	SMC Probation (Secure Track Funding)	LRE Course; Case Management/Mentoring (TAY)	Community sites and Juvenile Facilities	\$19,177 (FY22); \$38,353 (FY23)
2022-2023	Get Healthy San Mateo County	Diversion Program Design; Youth Voice Work to Impact Systems	Community Sites and High Schools	\$34,968 over the grant term
2020-2021; 2021-2022; 2022-2023	Redwood City HSFA	LRE Course; Case Management/Mentoring (HS)	Community Sites and High Schools	\$10,000 per year
2022-2025	Board of State and Community Corrections (CalVIP)	LRE Course; Case Management/Mentoring (HS; TAY; MS)	Facilities and Community Sites across five cities	\$388,721 (FY23)

<sup>4</sup> The following acronyms are used: SMC = San Mateo County; SCC = Santa Clara County; AC = Alameda County; CCC = Contra Costa County; HS = High School-Age; MS = Middle School-Age; TAY = Transition-Age Youth

2020-2023	Board of State and Community Corrections (CalVIP)	LRE Course; Volunteer-Based Mentoring; Case Management (HS)	Facilities and Schools in Oakland and San Jose	\$210,000 (FY21); \$401,086 (FY22); \$388,721 (FY23)
2021-2024	Governor's Office of Business and Economic Development (CalCRG)	LRE course; Case Management/Mentoring (TAY)	Facilities and Community Sites across SCC, SMC, and AC	\$449,998 over two years
2023-2025	Board of State and Community Corrections (Title II)	Case Management/Mentoring (Community); Education/Career Navigation Support (HS)	Community sites across SCC, SMC, and AC	\$350,000 per year
2022-2023	SCC Probation (Mentoring Contract)	Volunteer-Based Mentoring; Case Management	Community-based in SCC	\$358,925
2019-2023	SCC Probation Department (Pro-CSR)	LRE Course (Facilities); Reentry Case Management/Mentoring	William F. James Ranch; Community Sites	\$379,313 (FY20); \$378,315 (FY21); \$328,864 (FY22); \$328,864 (FY23)
2020-2023	SCC Probation (Juvenile Services Youth Advisory Council Contract)	YAC Design and Implementation (HS; TAY)	Community Sites	\$175,000 (FY21); \$175,000 (FY22); \$182,000 (FY23)
2021-2024	SCC Probation (STAY FLY)	LRE course; Case Management/Mentoring (TAY)	Facilities and Community Sites	\$67,500 (FY22); \$135,000 (FY23)
2022-2023	SCC Probation (Neighborhood Services Unit)	Workshops; Case Management/Mentoring (MS; HS)	Community Sites	\$125,000
2022-2023	SSA Social Services Agency (School-Linked Services)	LRE course; Case Management/Mentoring (MS)	Middle Schools and Community Sites	\$116,046
2019-2023	City of San Jose (BEST)	LRE course; Case Management/Mentoring (HS)	Community Sites and High Schools	\$108,204 (FY20); \$83,213 (FY21); \$92,460 (FY22); \$89,125 (FY23)
2020-2023	SCC Probation (Institutional YAC Services Contract)	YAC Design and Implementation	Juvenile Facilities (William F. James Ranch)	\$83,330 (FY21); \$85,330 (FY22); \$88,743 (FY23)

2019-2020; 2020-2021; 2021-2022; 2022-2023	SCC Office of Education	LRE Course (MS; HS)	Alternative Education Schools	\$60,000 (FY20); \$30,000 (FY21); \$60,000 (FY22); \$60,000 (FY23)
2021-2022; 2022-2023	County of Santa Clara (JJSC Contract)	Youth Presence/Voice in Juvenile Justice Systems Collaborative	Community Sites	\$75,000 (FY21; FY22); \$50,000 (FY23)
2018-2023	SCC Probation (MAAC Contract)	LRE Course (HS)	Juvenile Hall	\$41,616 (FY20); 437,500 (FY21; FY22); \$30,468 (FY23)
2021-2022; 2022-2023	Milpitas Unified School District (LRE Contract)	LRE Course (HS)	CalHills HS	\$30,000 per year
2022-2023	SCC Board of Supervisors (URJENT Grant)	LRE course; Case Management/ Mentoring (HS)		\$15,000
2019-2020; 2020-2021; 2021-2022; 2022-2023	City of San Jose (YRGP)	LRE course; Case Management/Mentoring (MS)	Middle Schools and Community Sites	\$44,703 (FY20; FY21; FY22); \$21,901 (FY23)
2022-2023	District 4 Grant Tech for Law Program	LRE course (HS)	Schools and Community Sites	\$10,000
2021-2023	AC Probation (YAC Contract)	YAC Design and Implementation (HS; TAY)	Facilities and Community Sites	\$250,000 over two years
2019-2023	AC Probation Department (JJCPA)	LRE Course (HS)	AC Schools and Community Sites	\$262,047 over the grant term
2019-2024	AC Probation (DPN)	LRE Course; Case Management/Mentoring; Volunteer-Based Mentoring (HS-age)	Community Sites and High Schools	\$554,285 over the grant term
2019-2020; 2020-2022; 2021-2022; 2022-2023	AC Office of Education	Career Pathways Navigator services	High Schools	\$100,000 (FY20, FY21, FY22); \$191,539 (FY23)
2022-2023	Oakland Fund for Children and Youth	Case Management/ Mentoring (HS); Youth Leadership Council Facilitation	Community Sites	\$99,897

2022-2023	Oakland Fund for Children and Youth	LRE course; Case Management/Mentoring (MS)	Community Sites and Middle Schools	\$60,000
2019-2020; 2020-2021; 2021-2022; 2022-2023	Union City (DPN Subcontract)	LRE Course (HS)	High Schools and Community Sites	\$29,125 (FY20; FY21; FY22); \$32,624 (FY23)
2022-2025	CCC Probation (STAY FLY Contract)	LRE course; Case Management/Mentoring (TAY); TAY Provider Network Facilitation	Facilities and Community Sites	\$400,000 (FY23)
2022-2023	CCC Probation Contract (Law and Leadership Training)	LRE course; Case Management/Mentoring (HS)	Facilities and Community Sites	\$75,000
2022-2023	City of Richmond (Richmond Fund for Children and Youth)	LRE course (HS; TAY)	Facilities and Community Sites	\$64,745

**3. Provide details of any failure or refusal to complete a contract.** N/A, FLY has completed all contracts satisfactorily.

**4. Provide professional qualification for each individual that would be assigned to provide services requested in this RFP.**

Personnel Name	FTE/Salary	Applicable Degrees (Degree-Year- Institution)	Professional Licenses - Certifications for EBP	CANS Certification (see section II.3.B.2)
Avril Simiano	1 FTE/ \$57,158 per year	BA in Criminal Justice - 2019 - San Francisco State University (SFSU)	First Aid, Alive & Free Prescription	Trained Certification Date: 2022
Brian Cabral	0.5 FTE/ \$24,461 per year	PhD in Education - expected 2024 - Stanford University; MA in Sociology - 2021 - Stanford University; BA in Sociology - 2018 - Oberlin College		Not trained
Joshua Orcine	1 FTE/ \$64,937 per year	MA Ethnic Studies - expected 2023 - SFSU; African American Studies – 2010 – San Jose State University (SJSU)	CPR/First Aid	Trained Certification Date: 2019

Kate Hiester	1 FTE/ \$103,584 per year	BS in Anthropology - 2002 - Kenyon College; MA in Anthropology - 2007 - University of Wisconsin	Restorative Justice Certificate - SEEDS; Alive & Free Prescription;	Not Trained
Kit Waffle	1 FTE/\$58,177 per year	M.Ed. - 2022 - Southern New Hampshire University; MA - 2005 Stanford University; BA - 2002 - University of Chicago	Youth Mental Health First Aid, CPR/First Aid/AED	Not trained
Maria Delgado	1 FTE/ \$72,958 per year	BA in Criminal Justice - 2018 - SJSU	Alive & Free Prescription; CPR/First Aid	Trained Certification Date: 2021
Melissa Poling	1 FTE/ \$82,084 per year	BA in International Studies, minor in Public Service – 2010 – University of California San Diego	Supporting the Well- Being of LGBTQ Youth 2020, Restorative Justice Certificate, Alive & Free Prescription, Mental Health First Aid; Wilderness First Responder (incl. CPR)	Trained Certification Date: 2019
Xochil Ocegueda	1 FTE/ \$48,921 per year	BA in Criminal Justice, Minor in Sociology - 2022 - CSU East Bay	N/A	Not trained
Yuni Cisneros	1 FTE/ \$77,006 per year	BS in Sociology (focus: criminology) Minor in Spanish - 2011- SFSU	Alive & Free Prescription; CPR/First Aid	Trained Certification Date: 2017
Priscila Rodriguez	1 FTE/ \$52,272	BA in Criminal Justice Studies - 2020 - SFSU	Mental Health First Aid Certified	Not Trained
Alfredo Ramirez Jr.	1 FTE/ \$48,921	BA in Justice Studies, Minor in Human Rights - 2021- SJSU	N/A	Not Trained

FLY staff are given comprehensive training based on best practices in youth development and youth services. Training includes Motivational Interviewing, Strengths-Based Case Management; Trauma-Informed Care; and Harm Reduction.



## **Tab 2: Project Philosophy and Service Model (up to 6 pages, including Exhibit B)**

**Describe your organization's project approach and service model, including how proposed programs and services would be implemented, staffed, supported administratively, and delivered to clients on a consistent basis. Include the following information:** FLY's approach is to partner with youth, communities, and systems to help young people reach their full potential in order to disrupt the prison pipeline and increase justice and put youth on a path to healthy, free, and productive lives. FLY's programs are based on the ideas of young people who recommended teaching youth about the law, giving them positive role models, and training them to become positive community leaders. In FLY's Law and Leadership Training Programs, youth ages 14 to 18 who are involved in the juvenile justice system or at-risk will build vital social-emotional learning skills, avoid future/continued system involvement, and increase their educational attainment.

**a) Describe the amount/frequency of your proposed direct services.** FLY will deliver law related education (LRE) in weekly workshops over the period of 12 weeks each semester. Youth with the highest needs are then invited to join the Leadership Training Program (LTP) which lasts for 10 months and includes monthly group events for leadership training, pro-social events, group activities, and community service projects. LTP also includes one-on-one case management for an average of 3 hours per/month in which youth receive one-on-one support from a FLY Coach, which helps them address individual barriers and needs and hone Social-Emotional Learning skills. Youth learn about their rights and responsibilities while building skills like critical thinking, self- and social awareness, and self-advocacy, which are tied to life-long success.

**b) Describe any promising practices/evidence-based practices (EBP) your organization plans to implement to meet the requirements for this RFP. Please include the name of each curriculum/intervention that will be implemented.** Fresh Lifelines for Youth (FLY) proposes to continue to provide the Law and Leadership Training Programs for a new cycle of JJCPA-JPCF funding. Per the RFP descriptions, these services focus on understanding the dynamics of social groups, decision-making, and developing pro-social and conflict resolution skills training. These programs include prevention strategies through Mentoring; Vocational Support; Gang Prevention and Intervention; Victim Impact Awareness (VIA); and Re-entry services for at-risk and system-involved/probation youth. FLY mentors support youth in setting and achieving educational and vocational goals including job search training and guidance while also promoting youth development of pro-social skills. FLY's law program also incorporates elements of Victim Impact Awareness by teaching and measuring specific social-emotional learning skills such as social awareness and self-advocacy while the Leadership Training Program intervenes more intensively with high-need juvenile probation and at-risk populations to decrease recidivism and increase educational engagement. Youth receive one-on-one case management from a positive role model who provides connection, guidance, skills training, and vocational support, and helps youth understand/manage social norms and establish goals to meet their full potential.

FLY employs methodologies adapted from evidence-based and evidence-informed youth development models and promising practices from the social services sector and the National Institute of Corrections:

- Motivational Interviewing (MI): An evidence-based intervention to assess client readiness for change and to guide which specific high-empathy, low-control intervention the practitioner should apply during the client's goal-setting process to foster lasting motivation for change.
- Trauma-Informed Care: As outlined by the Substance Abuse and Mental Health Services Administration (SAMHSA), FLY works to prevent re-traumatization, understanding the impact

that trauma has on an individual's path to recovery. Staff use client strengths to inform service delivery, clearly define program expectations and provide a safe environment, and rapport.

- Cognitive-Behavioral Therapy (CBT) approaches: CBT is an evidence-based approach used in the development of all FLY programmatic curricula and program activity debriefs. For example, FLY purposefully provides role plays to simulate experiences of conflict and problem-solving. During the debriefing sessions youth form new neural pathways that can be recalled later.
- Social-Emotional Learning (SEL): This framework relies on research showing that having pro-social skills helps young people make positive life choices, affecting their growth as they move into adulthood. Case Managers use evidence-informed toolkits during one-on-one interactions with youth to reflect on, reinforce, and apply pro-social skills. FLY focuses on four key SEL skills: self-awareness, social awareness, critical thinking, and self-advocacy.
- Strengths-Based Case Management: Strength-Based Case Management strives to focus on the individual's strengths and assets that clients already possess. Application of Strengths-Based Case Management has been utilized in a diversity of fields, like substance abuse, mental health, school counseling, and elder care.
- Youth Organizing: Research shows that youth organizing helps young people develop strong connections to their communities, particularly communities of color. These practices engage youth in a process of critical thinking about their communities. Youth plan and execute projects that build pro-social skills and become agents of positive change.
- The program model also incorporates other community-defined practices, such as National Compadres Network Circlekeeper Process.

**c) List your needs for physical space and/or equipment at the County during this engagement, if any, aside from space or equipment that would be provided by the County as an obvious aspect of the requested services (for example, space to treat patients, computers to document services, etc.).** The Department will not need to provide FLY with physical space or equipment during this engagement.

**d) Identify how you will meet all other aspects of the scope of work and related requirements stated above.** FLY is fully prepared to provide services through its Law Program and Leadership Training Program as it has been doing for more than 15 years in SMC. FLY addresses many of the items in the Scope of Work, providing trauma-informed and culturally-responsive support through the following:

- Access to positive non-parental adults who provide connection, supervision, guidance, skills training, and vocational support through peer and staff-based mentoring. Mentoring/case management also helps youth understand/manage social norms and establish and work toward goals to meet their full potential, such as pursuing educational or vocational opportunities;
- Gang prevention and intervention through law-related education and case management designed to develop responsible and informed decision making, social and conflict resolution skills, understanding gang dynamics, and exploring alternative ways of meeting needs that may currently be met by gang involvement;
- Victim Impact Awareness as youth build awareness of their communities and their responsibilities under the law through law-related education;
- Vocational skills through case management and systems navigation support that helps youth with job searches and college admissions, connecting them to resources, and helping them with time management skills; and
- Successful community and school reentry for community-based youth who are on probation. In order to support re-entry, youth learn important social-emotional skills such as self-advocacy, receive support with justice system and school advocacy and engagement, and work toward individualized educational and career goals.

**e) List any items that you cannot provide.** Items in the scope of work that FLY does not specifically provide through the proposed programming include: Behavioral Health; Parenting and Family Therapy; and Parenting Programs. However, for those services that require a licensed therapist or social worker, FLY has informal cross-referral agreements with agencies offering individual and family counseling and substance abuse intervention. FLY's Career Pathways Navigators advance FLY's partnerships with other community-based organizations to improve access and handoff to services. Youth who are especially behind on credits or who have unmet educational needs also receive one-on-one support from a Career Pathways Navigator. CPNs help young people make connections between their education and potential future opportunities in the workplace, supporting youth with educational and life goals—such as graduating high school or getting work experience.

**f) Provide information on any other pertinent services, if any, that you will offer that will reduce costs or enhance revenue for the County.** FLY's commitment to serving youth on probation and those at risk of system involvement includes attending court and school meetings and connecting with the youth's family and support systems. FLY welcomes calls and meetings with probation officers. This can result in probation officers gaining valuable insights into the engagement and progress of youth, ultimately saving them field time. FLY programs reduce costs to the County and taxpayers by providing programs specifically designed for youth who are system-involved or at-risk. FLY programs give youth the tools and motivation they need to stay free of system involvement and engage in their education. This freedom from the cycle of system involvement translates to cost reduction across multiple county sectors.

**g) Please complete Exhibit B, being sure to identify all direct services provided through your program, including projected hours and clients for each. These must be consistent with your Project Budget (Exhibit C).** Please see exhibit B.

## **EXHIBIT B: CLIENTS AND SERVICES**

**Please complete the following questions about your proposed services and clients.**

**1. Please tell us about your program, identifying the following: a. The specific types of services you will provide. Be sure to indicate any use of curriculums/interventions you will implement that are evidence-based.** FLY's Law and Leadership Training Programs work with San Mateo County (SMC) youth to develop resiliency, pro-social behavior, and emotional well-being as well as decrease juvenile justice system involvement. The Law Program offers intervention and prevention strategies for system-involved and at-risk youth grounded in evidence-based principles and focused on building pro-social skills (social-emotional learning skills) that provide Gang Prevention and Intervention; Mentoring; Re-entry; Vocational; and Victim Impact Awareness services. Per the RFP descriptions, these services focus on understanding the dynamics of social groups, decision-making, and developing pro-social and conflict-resolution skills. The Leadership Training Program intervenes more intensively with high-need juvenile probation and at-risk populations to decrease recidivism and increase educational engagement. Youth receive one-on-one case management with a positive, non-parental adult who can provide connection, guidance, and help youth understand/manage social norms. In addition, FLY Case Managers engage in skills training and vocational support and help youth establish goals to meet their full potential. The specific types of services FLY will provide include:

- Behavioral skill development/decision-making skills: the Law Program helps youth to build assets and social-emotional competency skills critical for teens to be able to think, feel, and act for themselves. Classes also focus on conflict resolution using role-plays and debriefs.

- Service-learning activities: youth in the Leadership Training Program design service-learning projects to build their sense of independence and efficacy, and to build a connection to their communities.
- Mentors/Case Managers: youth in FLY's Leadership Training Program are each provided with a Case Manager (CM) who helps them design an individualized service plan focused on goals like graduating from high school, going to college, and/or getting a job and becoming economically self-sufficient.
- Leadership Training: the program provides opportunities to practice pro-social leadership skills.

The Law Program incorporates law-related education through a 12-week course, which helps at-risk youth understand their rights and responsibilities under the law and develop personal agency through life skills education. The course helps youth make better choices and avoid gang involvement and risky behavior. OJJDP research shows that youth who are exposed to LRE are more likely to be engaged in school and less likely to break the law. Classes meet once per week for two hours over a semester-long period running from September to December in the Fall and from January to May in the Spring. The course covers topics such as police encounters and arrests; property crimes; drugs and alcohol; gang involvement; unlawful sex; and hate crimes. Each week, youth participate in interactive workshops that include role plays and critical dialogue, or youth-led discussions, to build prosocial skills in social- and self-awareness, critical problem-solving, and self-advocacy. To engage different learning styles, FLY's Law Program recently expanded to include new multimedia that incorporates topics such as "Know my Rights" and "Education Rights." Youth build agency by analyzing the systems that impact their daily lives and discussing current events. They also discuss how their choices can contribute to positive change for themselves and their communities. The program culminates with a recognition ceremony for youth, their families, and friends. One way to understand the impact of FLY's programs is through the voices and experiences of young people.

According to one youth, "I think [FLY's Law Program] helped me understand the laws that I need to abide by and to help me think positively before acting." Another youth reported, "I liked everything about the FLY program, it gives you a lot of information, and my own opinion is respected. I like the communication and the community that the program has. I learned a lot about laws I was not fully aware of. I know everything has a consequence but how serious it could be."

After the law course, youth who are identified as moderate- to high-need, who attend an exclusion school, or who are involved in the juvenile justice system are eligible to participate in the Leadership Training Program, which offers intensive, long-term support for personal transformation. FLY uses a two-part Baseline Assessment, a needs assessment designed to assess needs and risk factors and identify youth who are eligible for more support. The Leadership Training Program builds on the work of the law course, utilizing staff-driven case management and peer-to-peer mentoring for personal transformation. It begins with a wilderness retreat where participants develop leadership skills, learn how to serve their community, and bond with FLY staff and peers in their cohort. Following the retreat, youth work with their CM to design a service plan around educational, vocational, and health goals, which are informed by FLY's Intake Assessment, an evidence-informed needs assessment utilizing the Self-Sufficiency Matrix, as well as measures from validated social-emotional learning tools.

The 10-month program utilizes three evidence-informed phases that are designed to meet youth where they are and over time help youth become more self-reliant. In the early phase, youth receive foundational support to build competencies to achieve personal, educational, and vocational goals. They begin to cultivate broader social awareness as they participate in group pro-social and community

service activities. Over the three phases, youth continue to work toward their goals as they simultaneously take on more responsibility as they design their own service-learning project, which builds authentic youth leadership as well as deepens political and cultural awareness and engagement.

Throughout all three phases, youth receive intensive case management support from a FLY CM and engage with their peers in structured peer mentoring. The CM provides support for achieving goals, such as getting off probation, obtaining a job, or completing school. CMs utilize social-emotional learning tools that include structured insight-building activities that youth can later apply in their daily lives. The additional layer of peer mentorship, provided by youth who are trained and have completed the program, provides critical social support, encouragement, and role modeling to first-time youth. FLY Case Managers attend school and probation meetings and court dates to provide input on youth successes, struggles, and needs. In addition to meeting with their CM, FLY's Career Pathways Navigator builds connections for youth to education and vocational supports. Through education and career navigation workshops on topics like educational rights, college applications, or financial literacy, the CPN connects youth to appropriate resources.

**b. Where will these services be provided? Indicate geographical location as well as site:** In FY 22-23, the Law Program will be provided at five sites per semester in San Mateo County, for a total of 10 sites. FLY targets high schools and communities with high concentrations of at-risk and system-involved youth. Over the three-year contract, FLY plans to continue serving these communities in addition to identifying partners to reach youth from critical areas like the City of East Palo Alto, Redwood City/North Fair Oaks, South San Francisco/San Bruno, and Daly City. FLY is open to discussions with the Probation Department about potential sites in high-need communities.

In FY 22-23, FLY is providing the Law Program at the following sites: Camp Kemp; Capuchino High School; Menlo Atherton High School; Peninsula High School (Alternative High School in San Bruno); Pilarcitos High School (Alternative High School in Half Moon Bay); Redwood High School (Alternative High School in Redwood City); South San Francisco High School; Sobrato Center for Nonprofits in Redwood City (for youth referred directly by Probation); Thornton High School (Alternative High School in Daly City); and Woodside High School.

Case Managers (CMs) meet with Leadership Training Program youth where they live, work, and go to school, which removes barriers to service delivery by creating full access between the client and the CM. Youth will be able to access support from the Career Pathways Navigator through community-based workshops or meeting with them one-on-one in the community.

**c. What is the expected timing of these services? (i.e., when will they begin and end, how frequently will they be provided, year-round vs. school-year, etc.)** For the Law Program, classes meet once per week for two hours over a 12-week period running from September to December over the Fall Semester and from January to May over the Spring Semester. The year-long Leadership Training Program begins with a wilderness retreat in August. Then participants meet monthly in a group setting for pro-social and community service events. Over the 10-month program, youth meet with their Case Manager and have access to support from the Career Pathways Navigator.

**2. Please tell us about your target client population, including client characteristics and numbers you plan to serve. Target client population and characteristics:** The Law and Leadership Training Programs will serve at-risk and juvenile justice-involved/probation youth aged 14-18 and up to age 21 who struggle with substance abuse, trauma, violence, gang involvement, poverty, and racism. Nearly 100% of

clients are low-income and 95% identify as youth of color—youth who are more likely to be caught in the pipeline to prison.

**Numbers served:** The Law Program will reach at least 225 youth per year of the three-year contract, and the Leadership Training Program will reach 26 youth per year. Of the 252 youth per year, funds from JJCPA will support 15 youth, and funds from JPCF will support 33 youth.

**3. Please complete the following for each direct service provided:**

Direct Service Type	Number of Staff Providing Services	Number of Projected Hours	Number of Projected Clients
Law Program: Community Classes	JJCPA - 2 JPCF - 4	400	43
Law Program: Baseline Assessment	1	55.9	43
Leadership Program: Case Management	1	144	6
Leadership Program: Activities (Retreat, Prosocial, and Service-Learning)	JJCPA - 2 JPCF - 5	204	6
Leadership Program: Intake/Assessment	1	36	6
Data Collection (including CANS and OYAS)	1	108	49
Program Evaluation & Reporting	1	20	49
Billing & Finance	1	113.6	49

**Tab 3: Protocols for Addressing Concerns (1 Page Maximum)**

**a) In the event of a routine problem, who is to be contacted within your organization?** All questions and routine problems can be directed to San Francisco and San Mateo County Director, Kate Hiester at [katehiester@flyprogram.org](mailto:katehiester@flyprogram.org), (650) 213-6794 or Chief Program Officer Alexandria Cooley at [acooley@flyprogram.org](mailto:acooley@flyprogram.org), 408-263-2630 (extension 2729).

**b) In the event of the identification of a problem by the County, its clients/patients, and/or other applicable constituents, describe how you will address such problems and the timeframe for addressing them:** FLY maintains, reviews and revises our agency Client Crisis Protocol regularly to ensure that staff are always providing the most ethical and caring services to our clients. This document contains a multi-step process that clearly lays out how FLY staff should proceed in the face of a client problem or crisis. Staff are instructed to respond immediately. Our Client Crisis Protocol and Incident Report documents are available on request.

FLY considers itself an ever-evolving and learning organization that takes feedback and criticism seriously. While FLY does not often receive negative reports from its partners, FLY is responsive and thoughtful in regards to communication, both positive and negative. The San Francisco and San Mateo County Director will communicate any identified problems with the Chief Program Officer upon receipt of the information. Depending on the nature of the problem, solutions to the issue will either be developed immediately or the issue will be added to the agenda of one of FLY's Strategic Operations meetings.

**Tab 4: Claims, Licensure, Non-Discrimination, and Health Insurance Portability and Accountability Act (HIPAA) Violations Against Your Organization (1 page)**

**List any current licensure, HIPAA, non-discrimination claims against you/your organization and those having occurred in the past five years, especially any resulting in claims or legal judgments against you.**

There have been no prior violations or claims nor are there any current violations or claims against Fresh Lifelines for Youth (FLY).



**Tab 5: Cost Analysis and Budget for Primary Services (up to 13 pages, including Exhibit C)**

**Provide a detailed explanation for all costs associated with your proposal. Please complete the respective budget form for each of the fiscal years (Exhibit C – provided in publicpurchase.com).**

**Note on Reimbursable Travel: All mileage reimbursements for a Contractor’s use of a personal car for reimbursable travel shall be reimbursed based on the Federal mileage reimbursement rate. That said, the County does not generally reimburse “local travel” within 50 miles. For more information, please see the “Reimbursable Travel Expenses” section of the County’s standard contract template in Exhibit D.**

Service	Explanation
<b>A. DIRECT PERSONNEL COSTS ALLOCATED TO JJCPA</b>	
Law Program: Community Classes	2 FTE will provide two cycles the law-related education (LRE) course. Each cycle requires 20 hours per quarter, and FLY will run 5 sites at a time; 200 hours allocated to JJCPA; FLY expects to serve 225+ youth per year with this activity, but is proposing service numbers based on funding availability
Law Program: Baseline Assessment	1 FTE at a time will administer FLY’s Baseline Assessment 1:1 to youth for 0.65 hours each. 16.9 hours allocated to JJCPA; FLY expects to serve 200+ youth per year with this activity, but is proposing service numbers based on funding availability
Leadership Program: Case Management	1 FTE at a time will provide 1:1 intensive case management, court advocacy, meetings with parents, school 360 meetings, or other systems advocacy meetings. Each youth receives 2-4 hours of case management per month over 10 months. The JJCPA contract will support 2 youth. 48 hours allocated to JJCPA. FLY expects to serve 26 youth per year with this activity, but is proposing service numbers based on funding availability
Leadership Program: Activities (Retreat, Prosocial, and Service-Learning)	2 FTE will host monthly service-learning and team building activities to help youth develop leadership skills and reinforce pro-social attitudes, behaviors, and peers. 6-8 hours per activity. Q1 hours are higher to account for the kickoff retreat that occurs at the start of the program. 102 hours allocated to JJCPA. FLY expects to serve 26 youth per year with this activity, but is proposing service numbers based on funding availability
Leadership Program: Intake/Assessment	1 FTE will administer FLY’s evidence-informed Case Management Intake Assessment (assessment + interview + goal-setting lasts approximately 3 hours each at intake and closure). JJCPA will support 2 youth to participate in this process. 12 hours allocated to JJCPA. FLY expects to serve 26 youth per year with this activity, but is proposing service numbers based on funding availability
Data Collection (including CANS and OYAS)	1 FTE will administer assessments to youth in the Law Program sessions and re-administer to Leadership Program youth in addition to completing ongoing data collection for youth in program (attendance, exit evaluations). FLY estimates 0.33 hour of data collection/entry per youth served per month; 32 hours allocated to JJCPA. FLY expects to serve 250+ youth per year with this activity, but is proposing service numbers based on funding availability

Program Evaluation & Reporting	1 FTE from FLY's Evaluation & Learning Department will oversee all program evaluation and reporting to the Probation Department, including pulling reports, monitoring data entry, training staff in data entry, and conducting data quality audits. FLY estimates 3 hours per quarter in Q1-Q3 reporting efforts and an additional 8 hours for annual reporting in Q4. 10 hours allocated to JJCPA; FLY expects to serve 250+ youth per year with this activity, but is proposing service numbers based on funding availability
Billing & Finance	1 FTE from FLY's Finance & Operations Department will oversee billing for this contract, including tracking expenses and supporting documentation, verifying data, and processing invoices. Estimated at 18.4 hours per quarter. 40 hours allocated to JJCPA. FLY expects to serve 250+ youth per year with this activity, but is proposing service numbers based on funding availability

<b>B. DIRECT OPERATING COSTS ALLOCATED TO JJCPA</b>	
Transportation	\$161.56 requested: A portion of total transportation costs related to providing services under this contract, including youth rides during case management activities based on service numbers proposed
Activities and Supplies	\$1,455.16 requested: A portion of costs for fun, pro-social activities such as going go-kart racing or visiting a museum or college campus. Costs include admission to activities, supplies, and meals based on service numbers proposed
Client Costs	\$244.80 requested: A portion of costs per month for services in the community for youth in the Leadership Program based on service numbers proposed

Name of Program: **FLY Law & Leadership Training Programs - JJCPA**

**FISCAL YEAR 2023-24 (July 1, 2023 - June 30, 2024)**

JJCPA Budget Projections								
A. Direct Personnel Costs								
Services (by Type)	# of Staff	Rate (\$/hr/staff)	Indicator	Quarter 1 (7/1/23- 9/30/23)	Quarter 2 (10/1/23 - 12/31/23)	Quarter 3 (1/1/24 - 3/31/24)	Quarter 4 (4/1/24 - 6/30/24)	FY 2023-24 Total
Law Program: Community Classes	2	\$46.21	Number of Clients	6	7	6	7	13
			Number of Hours	50	50	50	50	200
			Amount (Rate * Hours * Staff)	\$4,621.00	\$4,621.00	\$4,621.00	\$4,621.00	\$18,484.00
Law Program: Baseline Assessments	1	\$46.21	Number of Clients	6	7	6	7	13
			Number of Hours	3.9	4.55	3.9	4.55	16.9
			Amount (Rate * Hours * Staff)	\$180.22	\$210.26	\$180.22	\$210.26	\$780.95
Leadership Program: Case Management	1	\$51.98	Number of Clients	2	2	2	2	2
			Number of Hours	12	12	12	12	48
			Amount (Rate * Hours * Staff)	\$623.76	\$623.76	\$623.76	\$623.76	\$2,495.04
Leadership Program: Activities (Retreat, Prosocial, and Service-Learning)	2	\$46.21	Number of Clients	2	2	2	2	2
			Number of Hours	39	21	21	21	102
			Amount (Rate * Hours * Staff)	\$3,604.38	\$1,940.82	\$1,940.82	\$1,940.82	\$9,426.84
Leadership Program - Intake/Assessment	1	\$51.98	Number of Clients	2	0	0	2	2
			Number of Hours	6	0	0	6	12
			Amount (Rate * Hours * Staff)	\$311.88	\$0.00	\$0.00	\$311.88	\$623.76
Data Collection (including CANS and OYAS)	1	\$49.67	Number of Clients	8	8	8	8	15
			Number of Hours	8	8	8	8	32
			Amount (Rate * Hours * Staff)	\$397.36	\$397.36	\$397.36	\$397.36	\$1,589.44
Program Evaluation and Reporting	1	\$54.30	Number of Clients	8	8	8	8	15
			Number of Hours	1.5	1.5	1.5	5.5	10
			Amount (Rate * Hours * Staff)	\$81.45	\$81.45	\$81.45	\$298.65	\$543.00
Billing and Finance	1	\$54.30	Number of Clients	8	8	8	8	15
			Number of Hours	10	10	10	10	40
			Amount (Rate * Hours * Staff)	\$543.00	\$543.00	\$543.00	\$543.00	\$2,172.00
<b>A. Direct Personnel Costs Total</b>				<b>\$10,363.05</b>	<b>\$8,417.65</b>	<b>\$8,387.61</b>	<b>\$8,946.73</b>	<b>\$36,115.03</b>

B. Direct Operating Costs						
Item	Indicator	Quarter 1 (7/1/23- 9/30/23)	Quarter 2 (10/1/23 - 12/31/23)	Quarter 3 (1/1/24 - 3/31/24)	Quarter 4 (4/1/24 - 6/30/24)	FY 2023-24 Total
Transportation	Amount	\$40.39	\$40.39	\$40.39	\$40.39	\$161.56
Activities and Supplies	Amount	\$363.79	\$363.79	\$363.79	\$363.79	\$1,455.16

Client Costs	Amount	\$61.20	\$61.20	\$61.20	\$61.20	\$244.80
	<b>B. Direct Operating Costs Total</b>	<b>\$465.38</b>	<b>\$465.38</b>	<b>\$465.38</b>	<b>\$465.38</b>	<b>\$1,861.52</b>

	Quarter 1 (7/1/23- 9/30/23)	Quarter 2 (10/1/23 - 12/31/23)	Quarter 3 (1/1/24 - 3/31/24)	Quarter 4 (4/1/24 - 6/30/24)	FY 2023-24 Total
<b>A. Direct Personnel Costs Total</b>	\$10,363.05	\$8,417.65	\$8,387.61	\$8,946.73	\$36,115.03
<b>B. Direct Operating Costs Total</b>	\$465.38	\$465.38	\$465.38	\$465.38	\$1,861.52
<b>Total Direct Program Costs (A + B)</b>	\$10,828.43	\$8,883.03	\$8,852.99	\$9,412.11	\$37,976.55
<b>C. Indirect Costs (10%)</b>	\$1,082.84	\$888.30	\$885.30	\$941.21	\$3,797.65
<b>TOTAL FY 2023-24 BUDGET</b>	<b>\$11,911.27</b>	<b>\$9,771.33</b>	<b>\$9,738.29</b>	<b>\$10,353.32</b>	<b>\$41,774.20</b>

Name of Program:

			Budget Projections					
A. Direct Personnel Costs								
Services (by Type)	# of Staff	Rate	Indicator	Quarter 1	Quarter 2	Quarter 3	Quarter 4	FY 2024-25 Total
Law Program: Community Classes	2	\$46.21	Number of Clients	6	7	6	7	13
			Number of Hours	50	50	50	50	200
			Amount (Rate * Hours * Staff)	\$4,621.00	\$4,621.00	\$4,621.00	\$4,621.00	\$18,484.00
Law Program: Baseline Assessments	1	\$46.21	Number of Clients	6	7	6	7	13
			Number of Hours	3.9	4.55	3.9	4.55	16.9
			Amount (Rate * Hours * Staff)	\$180.22	\$210.26	\$180.22	\$210.26	\$780.95
Leadership Program: Case Management	1	\$51.98	Number of Clients	2	2	2	2	2
			Number of Hours	12	12	12	12	48
			Amount (Rate * Hours * Staff)	\$623.76	\$623.76	\$623.76	\$623.76	\$2,495.04
Leadership Program: Activities (Retreat, Prosocial, and Service-Learning)	2	\$46.21	Number of Clients	2	2	2	2	2
			Number of Hours	39	21	21	21	102
			Amount (Rate * Hours * Staff)	\$3,604.38	\$1,940.82	\$1,940.82	\$1,940.82	\$9,426.84
Leadership Program - Intake/Assessment	1	\$51.98	Number of Clients	2	0	0	2	2
			Number of Hours	6	0	0	6	12
			Amount (Rate * Hours * Staff)	\$311.88	\$0.00	\$0.00	\$311.88	\$623.76
Data Collection (including CANS and OYAS)	1	\$49.67	Number of Clients	8	8	8	8	15
			Number of Hours	8	8	8	8	32
			Amount (Rate * Hours * Staff)	\$397.36	\$397.36	\$397.36	\$397.36	\$1,589.44
Program Evaluation and Reporting	1	\$54.30	Number of Clients	8	8	8	8	15
			Number of Hours	1.5	1.5	1.5	5.5	10
			Amount (Rate * Hours * Staff)	\$81.45	\$81.45	\$81.45	\$298.65	\$543.00

Billing and Finance	1	\$54.30	Number of Clients	8	8	8	8	15
			Number of Hours	10	10	10	10	40
			Amount (Rate * Hours * Staff)	\$543.00	\$543.00	\$543.00	\$543.00	\$2,172.00
			<b>A. Direct Personnel Costs Total</b>	<b>\$10,363.05</b>	<b>\$8,417.65</b>	<b>\$8,387.61</b>	<b>\$8,946.73</b>	<b>\$36,115.03</b>

B. Direct Operating Costs						
Item	Indicator	Quarter 1 (7/1/24 - 9/30/24)	Quarter 2 (10/1/24 - 12/31/24)	Quarter 3 (1/1/25 - 3/31/25)	Quarter 4 (4/1/25 - 6/30/25)	FY 2024-25 Total
Transportation	Amount	\$40.39	\$40.39	\$40.39	\$40.39	\$161.56
Activities and Supplies	Amount	\$363.79	\$363.79	\$363.79	\$363.79	\$1,455.16
Client Costs	Amount	\$61.20	\$61.20	\$61.20	\$61.20	\$244.80
<b>B. Direct Operating Costs Total</b>		<b>\$465.38</b>	<b>\$465.38</b>	<b>\$465.38</b>	<b>\$465.38</b>	<b>\$1,861.52</b>

	Quarter 1 (7/1/24 - 9/30/24)	Quarter 2 (10/1/24 - 12/31/24)	Quarter 3 (1/1/25 - 3/31/25)	Quarter 4 (4/1/25 - 6/30/25)	FY 2024-25 Total
<b>A. Direct Personnel Costs Total</b>	\$10,363.05	\$8,417.65	\$8,387.61	\$8,946.73	\$36,115.03
<b>B. Direct Operating Costs Total</b>	\$465.38	\$465.38	\$465.38	\$465.38	\$1,861.52
<b>Total Direct Program Costs (A + B)</b>	\$10,828.43	\$8,883.03	\$8,852.99	\$9,412.11	\$37,976.55
<b>C. Indirect Costs (10%)</b>	\$1,082.84	\$888.30	\$885.30	\$941.21	\$3,797.65
<b>TOTAL FY 2024-25 BUDGET</b>	<b>\$11,911.27</b>	<b>\$9,771.33</b>	<b>\$9,738.29</b>	<b>\$10,353.32</b>	<b>\$41,774.20</b>

Name of Program: **FLY Law & Leadership Training Programs - JJCPA**

**FISCAL YEAR 2025-26 (July 1, 2025 - June 30, 2026)**

Budget Projections								
A. Direct Personnel Costs				Quarter 1	Quarter 2	Quarter 3	Quarter 4	FY 2025-26 Total
Services (by Type)	# of Staff	Rate	Indicator					
Law Program: Community Classes	2	\$46.21	Number of Clients	6	7	6	7	13
			Number of Hours	50	50	50	50	200
			Amount (Rate * Hours * Staff)	\$4,621.00	\$4,621.00	\$4,621.00	\$4,621.00	\$18,484.00
Law Program: Baseline Assessments	1	\$46.21	Number of Clients	6	7	6	7	13
			Number of Hours	3.9	4.55	3.9	4.55	16.9
			Amount (Rate * Hours * Staff)	\$180.22	\$210.26	\$180.22	\$210.26	\$780.95
Leadership Program: Case Management	1	\$51.98	Number of Clients	2	2	2	2	2
			Number of Hours	12	12	12	12	48
			Amount (Rate * Hours * Staff)	\$623.76	\$623.76	\$623.76	\$623.76	\$2,495.04
Leadership Program: Activities (Retreat, Prosocial, and Service-Learning)	2	\$46.21	Number of Clients	2	2	2	2	2
			Number of Hours	39	21	21	21	102
			Amount (Rate * Hours * Staff)	\$3,604.38	\$1,940.82	\$1,940.82	\$1,940.82	\$9,426.84

Leadership Program - Intake/Assessment	1	\$51.98	Number of Clients	2	0	0	2	2
			Number of Hours	6	0	0	6	12
			Amount (Rate * Hours * Staff)	\$311.88	\$0.00	\$0.00	\$311.88	\$623.76
Data Collection (including CANS and OYAS)	1	\$49.67	Number of Clients	8	8	8	8	15
			Number of Hours	8	8	8	8	32
			Amount (Rate * Hours * Staff)	\$397.36	\$397.36	\$397.36	\$397.36	\$1,589.44
Program Evaluation and Reporting	1	\$54.30	Number of Clients	8	8	8	8	15
			Number of Hours	1.5	1.5	1.5	5.5	10
			Amount (Rate * Hours * Staff)	\$81.45	\$81.45	\$81.45	\$298.65	\$543.00
Billing and Finance	1	\$54.30	Number of Clients	8	8	8	8	15
			Number of Hours	10	10	10	10	40
			Amount (Rate * Hours * Staff)	\$543.00	\$543.00	\$543.00	\$543.00	\$2,172.00
<b>A. Direct Personnel Costs Total</b>				<b>\$10,363.05</b>	<b>\$8,417.65</b>	<b>\$8,387.61</b>	<b>\$8,946.73</b>	<b>\$36,115.03</b>

B. Direct Operating Costs						
Item	Indicator	Quarter 1 (7/1/25 - 9/30/25)	Quarter 2 (10/1/25 - 12/31/25)	Quarter 3 (1/1/26 - 3/31/26)	Quarter 4 (4/1/26 - 6/30/26)	FY 2025-26 Total
Transportation	Amount	\$40.39	\$40.39	\$40.39	\$40.39	\$161.56
Activities and Supplies	Amount	\$363.79	\$363.79	\$363.79	\$363.79	\$1,455.16
Client Costs	Amount	\$61.20	\$61.20	\$61.20	\$61.20	\$244.80
<b>B. Direct Operating Costs Total</b>		<b>\$465.38</b>	<b>\$465.38</b>	<b>\$465.38</b>	<b>\$465.38</b>	<b>\$1,861.52</b>

	Quarter 1 (7/1/25 - 9/30/25)	Quarter 2 (10/1/25 - 12/31/25)	Quarter 3 (1/1/26 - 3/31/26)	Quarter 4 (4/1/26 - 6/30/26)	FY 2025-26 Total
<b>A. Direct Personnel Costs Total</b>	\$10,363.05	\$8,417.65	\$8,387.61	\$8,946.73	\$36,115.03
<b>B. Direct Operating Costs Total</b>	\$465.38	\$465.38	\$465.38	\$465.38	\$1,861.52
<b>Total Direct Program Costs (A + B)</b>	\$10,828.43	\$8,883.03	\$8,852.99	\$9,412.11	\$37,976.55
<b>C. Indirect Costs (10%)</b>	\$1,082.84	\$888.30	\$885.30	\$941.21	\$3,797.65
<b>TOTAL FY 2025-26 BUDGET</b>	<b>\$11,911.27</b>	<b>\$9,771.33</b>	<b>\$9,738.29</b>	<b>\$10,353.32</b>	<b>\$41,774.20</b>

	FY 2023-24 Total	FY 2024-25 Total	FY 2025-26 Total	Project Total
<b>A. Direct Personnel Costs Total</b>	\$36,115.03	\$36,115.03	\$36,115.03	\$108,345.09
<b>B. Direct Operating Costs Total</b>	\$1,861.52	\$1,861.52	\$1,861.52	\$5,584.56
<b>Total Direct Program Costs (A + B)</b>	\$37,976.55	\$37,976.55	\$37,976.55	\$113,929.65
<b>C. Indirect Costs Total</b>	\$3,797.65	\$3,797.65	\$3,797.65	\$11,392.96
<b>TOTAL PROGRAM BUDGET</b>	<b>\$41,774.20</b>	<b>\$41,774.20</b>	<b>\$41,774.20</b>	<b>\$125,322.61</b>

Service	Explanation
<b>A. DIRECT PERSONNEL COSTS ALLOCATED TO JPCF</b>	
Law Program: Community Classes	4 FTE will provide two cycles the law-related education (LRE) course. Each cycle requires 20 hours per quarter, and FLY will run 5 sites at a time. 200 hours allocated to JPCF; FLY expects to serve 225+ youth per year with this activity, but is proposing service numbers based on funding availability
Law Program: Baseline Assessment	1 FTE at a time will administer FLY's Baseline Assessment 1:1 to youth for 0.65 hours each. 39 hours allocated to JPCF; FLY expects to serve 200+ youth per year with this activity, but is proposing service numbers based on funding availability
Leadership Program: Case Management	1 FTE at a time will provide 1:1 intensive case management, court advocacy, meetings with parents, school 360 meetings, or other systems advocacy meetings. Each youth receives 2-4 hours of case management per month over 10 months. The JPCF contract will support 4 youth. 96 hours allocated to JPCF. FLY expects to serve 26 youth per year with this activity, but is proposing service numbers based on funding availability.
Leadership Program: Activities (Retreat, Prosocial, and Service- Learning)	5 FTE will host monthly service-learning and team building activities to help youth develop leadership skills and reinforce pro-social attitudes, behaviors, and peers. 6-8 hours per activity. Q1 hours are higher to account for the kickoff retreat that occurs at the start of the program. 102 hours allocated to JPCF. FLY expects to serve 26 youth per year with this activity, but is proposing service numbers based on funding availability.
Leadership Program: Intake/Assessment	1 FTE will administer FLY's evidence-informed Case Management Intake Assessment (assessment + interview + goal-setting lasts approximately 3 hours each, at intake and closure). JPCF will support 4 youth to participate in this process. 24 hours allocated to JPCF. FLY expects to serve 26 youth per year with this activity, but is proposing service numbers based on funding availability.
Data Collection (including CANS and OYAS)	1 FTE will administer assessments to youth in the Law Program sessions and re-administer to Leadership Program youth in addition to completing ongoing data collection for youth in program (attendance, exit evaluations). FLY estimates 0.33 hour of data collection/entry per youth served per month. 76 hours allocated to JPCF. FLY expects to serve 250+ youth per year with this activity, but is proposing service numbers based on funding availability.
Program Evaluation & Reporting	1 FTE from FLY's Evaluation & Learning Department will oversee all program evaluation and reporting to the Probation Department, including pulling reports, monitoring data entry, training staff in data entry, and conducting data quality audits. FLY estimates 3 hours per quarter in Q1-Q3 reporting efforts and an additional 8 hours for annual reporting in Q4. 10 hours allocated to JPCF. FLY expects to serve 250+ youth per year with this activity, but is proposing service numbers based on funding availability.

Billing & Finance	1 FTE from FLY's Finance & Operations Department will oversee billing for this contract, including tracking expenses and supporting documentation, verifying data, and processing invoices. Estimated at 18.4 hours per quarter. 73.6 hours allocated to JPCF; FLY expects to serve 250+ youth per year with this activity, but is proposing service numbers based on funding availability.
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<b>B. DIRECT OPERATING COSTS ALLOCATED TO JPCF</b>	
Transportation	\$561.44 requested: A portion of transportation costs related to providing services under this contract, including youth rides during case management activities based on service numbers proposed
Activities and Supplies	\$3,337.40 requested: A portion of costs for fun, pro-social activities such as going go-kart racing or visiting a museum or college campus. Costs include admission to activities, supplies, and meals based on service numbers proposed
Client Costs	\$370.56 requested: A portion of costs for of services in the community for youth in the Leadership Program based on service numbers proposed



Name of Program: **FLY Law & Leadership Training Programs - JPCF**

**FISCAL YEAR 2023-24 (July 1, 2023 - June 30, 2024)**

JPCF Budget Projections								
A. Direct Personnel Costs								
Services (by Type)	# of Staff	Rate (\$/hr/staff)	Indicator	Quarter 1 (7/1/23- 9/30/23)	Quarter 2 (10/1/23 - 12/31/23)	Quarter 3 (1/1/24 - 3/31/24)	Quarter 4 (4/1/24 - 6/30/24)	FY 2023-24 Total
Law Program: Community Classes	4	\$46.21	Number of Clients	15	15	15	15	30
			Number of Hours	50	50	50	50	200
			Amount (Rate * Hours * Staff)	\$9,242.00	\$9,242.00	\$9,242.00	\$9,242.00	\$36,968.00
Law Program: Baseline Assessments	1	\$46.21	Number of Clients	15	15	15	15	30
			Number of Hours	9.75	9.75	9.75	9.75	39
			Amount (Rate * Hours * Staff)	\$450.55	\$450.55	\$450.55	\$450.55	\$1,802.19
Leadership Program: Case Management	1	\$51.98	Number of Clients	4	4	4	4	4
			Number of Hours	24	24	24	24	96
			Amount (Rate * Hours * Staff)	\$1,247.52	\$1,247.52	\$1,247.52	\$1,247.52	\$4,990.08
Leadership Program: Activities (Retreat, Prosocial, and Service-Learning)	5	\$46.21	Number of Clients	4	4	4	4	4
			Number of Hours	39	21	21	21	102
			Amount (Rate * Hours * Staff)	\$9,010.95	\$4,852.05	\$4,852.05	\$4,852.05	\$23,567.10
Leadership Program - Intake/Assessment	1	\$51.98	Number of Clients	4	0	0	4	4
			Number of Hours	12	0	0	12	24
			Amount (Rate * Hours * Staff)	\$623.76	\$0.00	\$0.00	\$623.76	\$1,247.52
Data Collection (including CANS and OYAS)	1	\$49.67	Number of Clients	19	19	19	19	33
			Number of Hours	19	19	19	19	76
			Amount (Rate * Hours * Staff)	\$943.73	\$943.73	\$943.73	\$943.73	\$3,774.92
Program Evaluation and Reporting	1	\$54.30	Number of Clients	19	19	19	19	34
			Number of Hours	1.5	1.5	1.5	5.5	10
			Amount (Rate * Hours * Staff)	\$81.45	\$81.45	\$81.45	\$298.65	\$543.00
Billing and Finance	1	\$54.30	Number of Clients	19	19	19	19	34
			Number of Hours	18.4	18.4	18.4	18.4	73.6
			Amount (Rate * Hours * Staff)	\$999.12	\$999.12	\$999.12	\$999.12	\$3,996.48
<b>A. Direct Personnel Costs Total</b>				<b>\$22,599.08</b>	<b>\$17,816.42</b>	<b>\$17,816.42</b>	<b>\$18,657.38</b>	<b>\$76,889.29</b>

B. Direct Operating Costs						
Item	Indicator	Quarter 1 (7/1/23- 9/30/23)	Quarter 2 (10/1/23 - 12/31/23)	Quarter 3 (1/1/24 - 3/31/24)	Quarter 4 (4/1/24 - 6/30/24)	FY 2023-24 Total
Transportation	Amount	\$140.36	\$140.36	\$140.36	\$140.36	\$561.44
Activities and Supplies	Amount	\$834.35	\$834.35	\$834.35	\$834.35	\$3,337.40

Client Costs	Amount	\$92.64	\$92.64	\$92.64	\$92.64	\$370.56
	<b>B. Direct Operating Costs Total</b>	<b>\$1,067.35</b>	<b>\$1,067.35</b>	<b>\$1,067.35</b>	<b>\$1,067.35</b>	<b>\$4,269.40</b>

	Quarter 1 (7/1/23- 9/30/23)	Quarter 2 (10/1/23 - 12/31/23)	Quarter 3 (1/1/24 - 3/31/24)	Quarter 4 (4/1/24 - 6/30/24)	FY 2023-24 Total
<b>A. Direct Personnel Costs Total</b>	\$22,599.08	\$17,816.42	\$17,816.42	\$18,657.38	\$76,889.29
<b>B. Direct Operating Costs Total</b>	\$1,067.35	\$1,067.35	\$1,067.35	\$1,067.35	\$4,269.40
<b>Total Direct Program Costs (A + B)</b>	\$23,666.43	\$18,883.77	\$18,883.77	\$19,724.73	\$81,158.69
<b>C. Indirect Costs (10%)</b>	\$2,366.64	\$1,888.38	\$1,888.38	\$1,972.47	\$8,115.87
<b>TOTAL FY 2023-24 BUDGET</b>	<b>\$26,033.07</b>	<b>\$20,772.14</b>	<b>\$20,772.14</b>	<b>\$21,697.20</b>	<b>\$89,274.56</b>

Name of Program:

A. Direct Personnel Costs			Budget Projections					
Services (by Type)	# of Staff	Rate	Indicator	Quarter 1	Quarter 2	Quarter 3	Quarter 4	FY 2024-25 Total
Law Program: Community Classes	4	\$46.21	Number of Clients	15	15	15	15	30
			Number of Hours	50	50	50	50	200
			Amount (Rate * Hours * Staff)	\$9,242.00	\$9,242.00	\$9,242.00	\$9,242.00	\$36,968.00
Law Program: Baseline Assessments	1	\$46.21	Number of Clients	15	15	15	15	30
			Number of Hours	9.75	9.75	9.75	9.75	39
			Amount (Rate * Hours * Staff)	\$450.55	\$450.55	\$450.55	\$450.55	\$1,802.19
Leadership Program: Case Management	1	\$51.98	Number of Clients	4	4	4	4	4
			Number of Hours	24	24	24	24	96
			Amount (Rate * Hours * Staff)	\$1,247.52	\$1,247.52	\$1,247.52	\$1,247.52	\$4,990.08
Leadership Program: Activities (Retreat, Prosocial, and Service-Learning)	5	\$46.21	Number of Clients	4	4	4	4	4
			Number of Hours	39	21	21	21	102
			Amount (Rate * Hours * Staff)	\$9,010.95	\$4,852.05	\$4,852.05	\$4,852.05	\$23,567.10
Leadership Program - Intake/Assessment	1	\$51.98	Number of Clients	4	0	0	4	3
			Number of Hours	12	0	0	12	24
			Amount (Rate * Hours * Staff)	\$623.76	\$0.00	\$0.00	\$623.76	\$1,247.52
Data Collection (including CANS and OYAS)	1	\$49.67	Number of Clients	19	19	19	19	34
			Number of Hours	19	19	19	19	76
			Amount (Rate * Hours * Staff)	\$943.73	\$943.73	\$943.73	\$943.73	\$3,774.92
Program Evaluation and Reporting	1	\$54.30	Number of Clients	19	19	19	19	34
			Number of Hours	1.5	1.5	1.5	5.5	10
			Amount (Rate * Hours * Staff)	\$81.45	\$81.45	\$81.45	\$298.65	\$543.00

Billing and Finance	1	\$54.30	Number of Clients	19	19	19	19	33
			Number of Hours	18.4	18.4	18.4	18.4	73.6
			Amount (Rate * Hours * Staff)	\$999.12	\$999.12	\$999.12	\$999.12	\$3,996.48
			<b>A. Direct Personnel Costs Total</b>	<b>\$22,599.08</b>	<b>\$17,816.42</b>	<b>\$17,816.42</b>	<b>\$18,657.38</b>	<b>\$76,889.29</b>

B. Direct Operating Costs						
Item	Indicator	Quarter 1 (7/1/24 - 9/30/24)	Quarter 2 (10/1/24 - 12/31/24)	Quarter 3 (1/1/25 - 3/31/25)	Quarter 4 (4/1/25 - 6/30/25)	FY 2024-25 Total
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Client Costs	Amount	\$92.64	\$92.64	\$92.64	\$92.64	\$370.56
<b>B. Direct Operating Costs Total</b>		<b>\$1,067.35</b>	<b>\$1,067.35</b>	<b>\$1,067.35</b>	<b>\$1,067.35</b>	<b>\$4,269.40</b>

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<b>A. Direct Personnel Costs Total</b>	\$22,599.08	\$17,816.42	\$17,816.42	\$18,657.38	\$76,889.29
<b>B. Direct Operating Costs Total</b>	\$1,067.35	\$1,067.35	\$1,067.35	\$1,067.35	\$4,269.40
<b>Total Direct Program Costs (A + B)</b>	\$23,666.43	\$18,883.77	\$18,883.77	\$19,724.73	\$81,158.69
<b>C. Indirect Costs (10%)</b>	\$2,366.64	\$1,888.38	\$1,888.38	\$1,972.47	\$8,115.87
<b>TOTAL FY 2024-25 BUDGET</b>	<b>\$26,033.07</b>	<b>\$20,772.14</b>	<b>\$20,772.14</b>	<b>\$21,697.20</b>	<b>\$89,274.56</b>

Name of Program:

Budget Projections								
A. Direct Personnel Costs				Quarter 1	Quarter 2	Quarter 3	Quarter 4	FY 2025-26 Total
Services (by Type)	# of Staff	Rate	Indicator					
Law Program: Community Classes	4	\$46.21	Number of Clients	15	15	15	15	30
			Number of Hours	50	50	50	50	200
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<b>A. Direct Personnel Costs Total</b>				<b>\$22,599.08</b>	<b>\$17,816.42</b>	<b>\$17,816.42</b>	<b>\$18,657.38</b>	<b>\$76,889.29</b>

<b>B. Direct Operating Costs</b>						
Item	Indicator	Quarter 1 (7/1/25 - 9/30/25)	Quarter 2 (10/1/25 - 12/31/25)	Quarter 3 (1/1/26 - 3/31/26)	Quarter 4 (4/1/26 - 6/30/26)	FY 2025-26 Total
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Client Costs	Amount	\$92.64	\$92.64	\$92.64	\$92.64	\$370.56
<b>B. Direct Operating Costs Total</b>		<b>\$1,067.35</b>	<b>\$1,067.35</b>	<b>\$1,067.35</b>	<b>\$1,067.35</b>	<b>\$4,269.40</b>

	Quarter 1 (7/1/25 - 9/30/25)	Quarter 2 (10/1/25 - 12/31/25)	Quarter 3 (1/1/26 - 3/31/26)	Quarter 4 (4/1/26 - 6/30/26)	FY 2025-26 Total
<b>A. Direct Personnel Costs Total</b>	\$22,599.08	\$17,816.42	\$17,816.42	\$18,657.38	\$76,889.29
<b>B. Direct Operating Costs Total</b>	\$1,067.35	\$1,067.35	\$1,067.35	\$1,067.35	\$4,269.40
<b>Total Direct Program Costs (A + B)</b>	\$23,666.43	\$18,883.77	\$18,883.77	\$19,724.73	\$81,158.69
<b>C. Indirect Costs (10%)</b>	\$2,366.64	\$1,888.38	\$1,888.38	\$1,972.47	\$8,115.87
<b>TOTAL FY 2025-26 BUDGET</b>	<b>\$26,033.07</b>	<b>\$20,772.14</b>	<b>\$20,772.14</b>	<b>\$21,697.20</b>	<b>\$89,274.56</b>

	FY 2023-24 Total	FY 2024-25 Total	FY 2025-26 Total	Project Total
<b>A. Direct Personnel Costs Total</b>	\$76,889.29	\$76,889.29	\$76,889.29	\$230,667.87
<b>B. Direct Operating Costs Total</b>	\$4,269.40	\$4,269.40	\$4,269.40	\$12,808.20
<b>Total Direct Program Costs (A + B)</b>	\$81,158.69	\$81,158.69	\$81,158.69	\$243,476.07
<b>C. Indirect Costs Total</b>	\$8,115.87	\$8,115.87	\$8,115.87	\$24,347.61
<b>TOTAL PROGRAM BUDGET</b>	<b>\$89,274.56</b>	<b>\$89,274.56</b>	<b>\$89,274.56</b>	<b>\$267,823.68</b>

**Tab 6: Data Collection/Program Evaluation (up to 2 pages)**

**a) Describe how your agency/organization currently uses data to inform your work with clients.** FLY's reputation as a valued and trusted partner results from its commitment to being data-driven and outcome-accountable. FLY's data collection process is driven, supported, and maintained by its Evaluation & Learning (E&L) Department. This four-person department trains and supports staff in customized data collection protocols for each program and conducts robust quality assurance processes to ensure data collection practices are implemented with fidelity. This extensive agency-wide and program-specific training enables FLY to collect and report on accurate, reliable data that supports our ability to learn and improve.

In addition, FLY has invested in a comprehensive web-based database, Efforts to Outcomes ("ETO"), and worked with professional evaluators to track its impact on youth. FLY staff enter all youth engagements into ETO, including law-related education course attendance, one-on-one meetings with youth, attendance at prosocial events, youth assessment data, and youth advocacy efforts. Through these rigorous data collection efforts, FLY measures increases in social-emotional learning (SEL) or pro-social skills, academic progress, and decreases in justice system involvement. Efforts are aggregated into reports showing youth progress and areas of opportunity, enabling us to proactively manage performance and impact. In addition, data helps to inform outcomes with program participants, enabling FLY staff members to see the impact of their work as well as identify and proactively manage program performance. Over time, FLY also uses this data to improve our programs, making adjustments to be responsive to youth and community needs.

**b) Describe your organization's capacity to meet data collection/reporting requirements under this RFP. (Data reports will be required on a quarterly basis. Describe how your organization will ensure the timely submission of data.)** To collect the required data as specified in the RFP, FLY utilizes several tracking and evaluation tools overseen by its E&L Department. In both the Law and Leadership Training Programs, staff collect demographic information as part of program intake and maintain records of all program participation (including program start and end date and dosage while in the program). Staff enter all data into ETO, and the E&L Department conducts monthly data audits to ensure data quality and proactively address data collection concerns.

In addition to the above data collection efforts, FLY also utilizes assessments to evaluate youth's needs and guide decision-making and service planning. Youth in the Law Program complete a Baseline Assessment that screens youth to determine if referral or more intensive support is needed. In the Leadership Training Program, youth complete an intake and closure assessment at the start and end of the program that is used in service planning and goal setting. FLY's evidence-informed assessments utilizes the Self-Sufficiency Matrix, as well as measures from validated SEL tools, to create a specialized assessment that is responsive to the program's target population and model. The tool utilizes measures from the Developmental Assets Profile (DAP), Behavioral and Emotional Rating Scale: Second Edition (BERS-2), and Positive Youth Development Inventory (PYDI). All youth also complete a customized program exit evaluation survey consisting of Likert scales that gauge the programs' impact on skill-building. FLY works closely with probation and other juvenile justice system partners to monitor recidivism measures and with school systems to monitor educational progress.

FLY will also administer the Ohio Youth Assessment System (OYAS) and Child Adolescent Needs and Strengths (CANS), as directed by the SMC Probation Department. FLY will administer the Child Adolescent Needs and Strengths (CANS) survey once at intake and closure from case management in the

Leadership Training Program.<sup>5</sup> Because the Law Program only engages with youth for 12 weeks, FLY proposes to continue sharing with the SMC Probation Department the data collected from its assessments, as established in its prior contracts. The FLY staff who have completed training on the administration of the CANS via FLY's current JJCPA and JPCF contracts are indicated in Exhibit A; those who have not yet been certified but will administer the CANS and OYAS will be certified prior to administering the assessments.

FLY has a strong record of meeting requirements for its SMC contracts. The E&L Department collaborates with the County Director and Associate Director to ensure FLY meets its reporting requirements for all government contracts. To ensure timely submission of reports, FLY establishes specific reporting processes for each of its contracts and, as mentioned above, maintains data collection and monitoring efforts across all programs throughout the year. This includes a calendar of reporting dates with internal and external submission deadlines and established priorities and responsibilities for all staff involved.

**c) List method(s) by which your agency currently tracks Units of Service (program level data). This may include databases and/or software.** FLY uses ETO to track program-level data, including youth attendance at classes, staff time spent on intake and assessment, case management meetings with youth, and staff efforts on behalf of youth.

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<sup>5</sup> Due to the length of case management services (ten months), FLY requests to adjust its procedures for administering the CANS to Leadership Training Program youth from six-month intervals.

**Tab 7: References (1 page)**

**Provide up to three references from successfully completed projects of similar nature to that described in this RFP, including the name of the organization for which the work was performed, and the name, phone number, and email address of an individual at the organization who was responsible for managing and accepting the work.**

1. CONTACT NAME: Jill M. Ugalde  
TITLE: Deputy Chief Probation Officer, Santa Clara County Probation Department, Juvenile Services Division  
PHONE NUMBER: 408-278-5900  
EMAIL ADDRESS: Jill.Ugalde@pro.sccgov.org  
*FLY currently provides its Law and Leadership Training Programs in Santa Clara County, including community-based law-related education and case management and mentoring services for at-risk and probation youth.*
  
2. CONTACT NAME: Adrienne Chambers  
TITLE: Deputy Chief Probation Officer, Juvenile Field Services, Alameda County Probation Department  
PHONE NUMBER: 510-268-7200  
EMAIL ADDRESS: Adrienne.Chambers@acgov.org  
*FLY currently provides its Law and Leadership Training Programs in Alameda County, including community-based law-related education and case management and mentoring services at-risk and probation youth.*
  
3. CONTACT NAME: Alicia Ramirez  
TITLE: Former FLY Client  
PHONE NUMBER: 650-333-4850  
MAILING ADDRESS: 206 Armour Ave, South San Francisco, CA 94080 (Email Address not available)  
*Alicia is a current client from FLY's San Mateo County Leadership Training Program.*

**Tab 8: Statement of Compliance with County Contractual Requirements (1 Page)**

Based on the sample of San Mateo County's standard contract template attached to this RFP, Fresh Lifelines for Youth, Inc. affirms its commitment and ability to comply with each of the terms of the County's standard template contract, including but not limited to the following:

- Hold Harmless provision
- Liability Insurance requirements
- Non-discrimination policy
- Equal Employment Opportunity requirements
- Equal Benefits Ordinance
- Living Wage Ordinance
- Jury Service Ordinance
- All other provisions of the County's standard template contract

Fresh Lifelines for Youth, Inc., further agrees to have any disputes regarding the contract venued in San Mateo County or Northern District of California.

Fresh Lifelines for Youth, Inc. has no objections to the County's contract template.





January 9, 2023

Darlene Hansen  
San Mateo County Probation Department 4th Floor,  
County Contracting Unit  
222 Paul Scannell Drive  
San Mateo, CA 94402

Ms. Hansen or Evaluation Committee Member:

Please see enclosed for the Boys & Girls Clubs of the Peninsula's submission for San Mateo County's open RFP #PROB 2023-002 for Youth and Family Programs Fiscal Year 2024-2026.

*Contact information of the individuals authorized to represent the Boys & Girls Clubs of the Peninsula in negotiations:*

**Jenny Obiaya**  
**Chief Executive Officer**  
Boys & Girls Clubs of the Peninsula  
401 Pierce Road Menlo Park, CA 94025  
Office 216-536-5782  
[jenny@bgcp.org](mailto:jenny@bgcp.org)

**Tina Syer**  
**Chief Advancement Officer**  
Boys & Girls Clubs of the Peninsula  
401 Pierce Road Menlo Park, CA 94025  
Office (650) 646-6073  
[tina@bgcp.org](mailto:tina@bgcp.org)

I am authorized to commit the Boys & Girls Clubs of the Peninsula to the terms of the proposal. Please contact me if you have any questions or should require additional information.

Sincerely,

A handwritten signature in dark ink, appearing to be "Jenny Obiaya".

Jenny Obiaya  
Boys & Girls Clubs of the Peninsula  
(216) 536-5782  
[jenny@bgcp.org](mailto:jenny@bgcp.org)

A handwritten signature in dark ink, appearing to be "Tina Syer".

Tina Syer  
Boys & Girls Clubs of the Peninsula  
650-387-9504  
[tina@bgcp.org](mailto:tina@bgcp.org)

## Tab 1: Qualifications and Experience<sup>1</sup>

### 1) Statement of Qualifications

Boys & Girls Clubs of the Peninsula (BGCP), a prior recipient of County of San Mateo Probation Department grants, requests support to continue to provide and expand its High School Student Success Advisor (HSSA) program to serve 100 at-risk 9<sup>th</sup> and 10<sup>th</sup> grade students per year in San Mateo County. Using evidence-based pedagogical approaches and promising practices, this high-intensity program provides year-round mentoring and case management services that support students in developing resiliency, pro-social behavior, emotional well-being, and academic skills. Our goal is to help prevent involvement in the juvenile justice system by providing at-risk students with the skills needed to complete 9th grade and stay on track to graduate high school, prepared for postsecondary education or training.

BGCP's mission is to empower the youth in our community with equitable access to social, academic, and career opportunities to thrive. Since BGCP was founded in 1958, we have evolved into the largest expanded learning provider in San Mateo County. Over the last twenty years, BGCP has focused on supporting students and families in the lowest-income neighborhoods of East Palo Alto, eastern Menlo Park, and the North Fair Oaks region of Redwood City. In 2022, we expanded our programs to empower the youth in the northern part of San Mateo with equitable access to year-round expanded learning opportunities.

BGCP currently serves 3,500 active members, grades TK-12, at four clubhouses and twenty school sites from East Palo Alto to South San Francisco. In the socioeconomically disadvantaged neighborhoods served by BGCP, 97% of are students are people of color, 77% of students are considered socioeconomically disadvantaged, one in four students meet grade level proficiency in reading, and approximately half of our students' parents did not graduate high school. Although 81% of Latino Sequoia Union High School District (SUHSD) students graduate, only 41% of Latino students, 37% of SED students and 32.8% of students with parents who did not graduate high school, have met the A-G requirements needed to enroll in a four-year college. (SUHSD Dashboard Graduation Rate, 2022).

Success in school, and a pathway to postsecondary education or career, is a key part of the solution to our community's dropout and gang crisis. To best serve our students in achieving school success, our programs are designed in tandem with school districts, principals, and teachers to align our academic instruction with school day curriculum. Our staff work on-site at school campuses and communicate regularly with teachers and school staff to understand each student's academic and social needs and target interventions specifically to meet the needs of our students and partner schools. While many youth development organizations selectively serve the most motivated students, we **serve all students** who seek to join, irrespective of their academic or behavioral history. In fact, principals specifically refer their most at-risk students to be part of BGCP.

BGCP invests in hiring experienced, committed educators and youth development professionals; many have advanced degrees. BGCP provides an orientation, two weeks (80 hours) of intensive training, ongoing professional development, and coaching, along with clear pathways for advancement, to retain our most talented staff. BGCP delivers trauma-informed and culturally responsive services and programs by recruiting, training, and retaining a diverse staff that represents our community, both ethnically, linguistically, and socio economically.

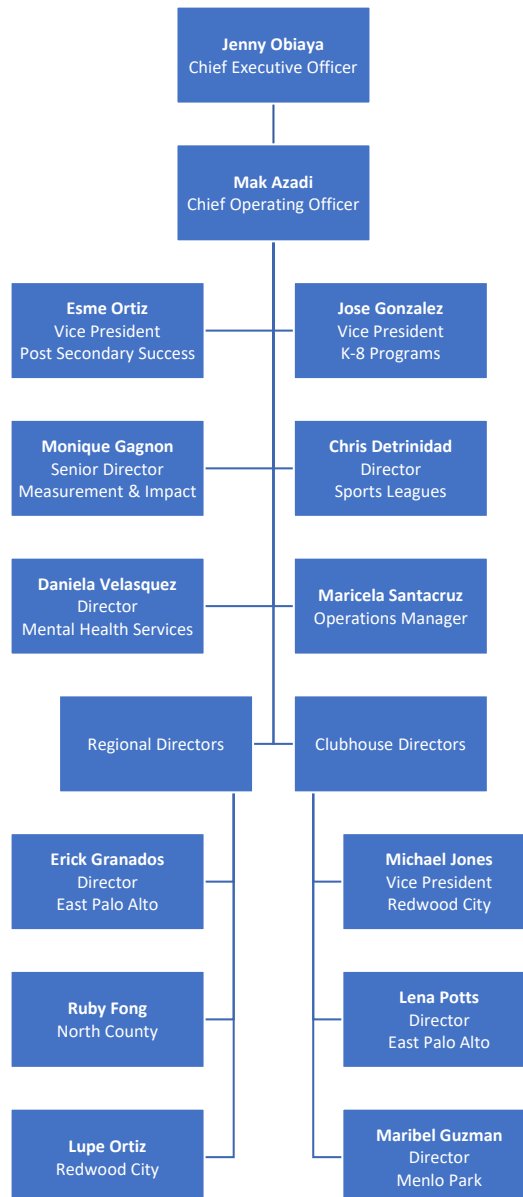
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<sup>1</sup> Tab 1 exceeds 5 pages due to the large of number of contracts listed in Exhibit A



**BOYS & GIRLS CLUBS**  
**OF THE PENINSULA**

**Organization Chart – Programs Division**



**Size of Firm:** Boys & Girls Clubs of the Peninsula serves 3,500 students every year. The FY23 budget is \$27,700,000. Our programs take place at 24 sites including four clubhouses, twelve elementary/middle school sites and eight high school sites. We anticipate launching new program sites over the next five years to meet the high demand for expanding learning services in low-income, disadvantaged neighborhoods in the northern part of the county.

**Description of Services:**

At the heart of our work is safety, caring relationships, and cultivating a sense of belonging. BGCP's programs equip TK-postsecondary students with the knowledge and skills they need and address systemic barriers to school success. BGCP activities include: 1) Academic Support (e.g. literacy and STEM programs, homework support, tutoring) 2) Enrichment (e.g., arts, technology, culinary, Makerspace) 3) Athletics; 3) Social and Emotional Learning (SEL), 4) College Access and Readiness Support through completion, 5) Career Pathways (e.g. exposure opportunities, paid summer internships, career advising, skill building, 6) Mental Health Services (e.g. group therapy, individual counseling), and 7) Future Grads (a school-site program to help 10th-12th graders be the first in their family to graduate from college. We support our students to and *through* college graduation.)

Our students receive 830 extra learning hours each year – an 80% increase over the school day alone. Students also receive critical basic need supports including daily hot meals and a safe place to go during the out-of-school hours. BGCP actively engages parents. We help them navigate the school system and host events where families can celebrate their children's accomplishments.

In addition to the services available to all students, BGCP Advising programs are a comprehensive intervention designed to enhance student engagement at school for select middle and high school BGCP students, through relationship building, problem solving, resource linkage, academic support, and college/career exposure.

- **Middle School Success Advising:** A program designed for 6th-8th graders that uses weekly one-to-one advising to help youth stay on track and develop the academic and social-emotional mindsets and skills to succeed in high school.
- **High School Success Advising:** A high intensity intervention for freshman with academic and social-emotional needs that helps them transition to high school and complete their first year on track to graduate.

**Statement of Experience/History Providing High School Success Advising (HSSA) Services:**

BGCP is requesting funding to support our HSSA program, which is specifically designed as a preventative program for 9th /10<sup>th</sup> grade students at risk of failing school and becoming involved in the juvenile justice system. First implemented in FY19, HSSA is an intensive case management program designed to deepen the impact and have a measurable effect on the cohort of 9th grade students who have demonstrated academic and/or social or emotional learning needs and are most at-risk of not succeeding in 9th grade. Through 1:1 mentoring, academic support, and parent/school communication, HSSA promotes students' resiliency, pro-social behavior, emotional wellbeing, goals and academic skills.

Beginning in 2011, the SMC Probation Department has supported BGCP's mentoring services for out 6<sup>th</sup>-12<sup>th</sup> grade students. In Fiscal Years 2017-2018 and 2018-2019, the County's grant funding has targeted the subset of 9<sup>th</sup> and 10<sup>th</sup> grade students participating in our HSSA program. BGCP has reported results for students in these HSSA program based on JAIS assessments and internal bi-annual student surveys.

Last year, HSSA served 78 students across four Sequoia Union High School District campuses. During the proposed three-year grant period, we will limit the number of students per cohort to 15 to enable advisors to spend more time supporting each student. Over the three years, we expect to expand the overall size of the programs by increasing the number of 9<sup>th</sup>/10<sup>th</sup> grade cohorts at current program sites and/or establishing HSSA cohorts at our new partner high schools in northern San Mateo County (Jefferson High School, Westmoor High School, South San Francisco High School)

<b>Past Success:</b>	<b>Evaluation Years</b>		
<b>Data Highlights</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
<b>Number of clients served</b>	<b>86</b>	<b>72</b>	<b>78</b>
<b>Average Number of Hours Served</b>	<b>27.5</b>	<b>20.9</b>	<b>10.8</b>
<b>Average Time in the Program (Months)</b>	<b>7.5</b>	<b>9.1</b>	<b>9.1</b>

One of the best ways to describe BGCP’s youth development impact is to share a HSSA success story. Please see Isabel’s Story, Attachment 1.

**2) Full Time Employees:** Five full time employees will be assigned to the HSSA project, four of whom provide daily direct services to students. One full time High School Success Advisor provides direct services to 9<sup>th</sup>/10<sup>th</sup> grade students at each of our four partner high school sites: Sequoia High School, Menlo-Atherton High School, East Palo Alto Academy and Woodside High School. Lauren Kang, BGCP Director of High School Program Strategy, manages the program and also provides direct services to students, as needed. Esme Ortiz is BGCP’s Director of High School & Post-Secondary Success Programs which encompasses the HSSA program, as well as our Future Grads college access program and our Career Pathways programs.

**3) Company Employment:** BGCP employs 292 full and part-time employees.

**4) Exhibit A: Applicant’s Statements.**

**1. Contracts completed in last 3 years with at risk youth and/or youth on probation**

<b>YEAR</b>	<b>CONTRACTING AGENCY</b>	<b>TYPE OF SERVICE</b>	<b>LOCATION</b>	<b>AMOUNT</b>
2020	Redwood City School District	Mentoring services	Taft, Hoover, and Garfield public schools	\$592,155
2021	Redwood City School District	Mentoring services	Taft, Hoover, Garfield, and Kennedy public schools	\$592,155
2022	Redwood City School District	Mentoring services	Taft, Hoover, Garfield and Kennedy public schools	\$920,678
2020	Ravenswood City School District	Mentoring services	Brentwood and Belle Haven public schools	\$409,500
2021	Ravenswood City School District	Mentoring services	\$615,523	\$243,945
2022	Ravenswood City School District	Mentoring services	Costaño, Belle Haven, Los Robles, and Cesar Chavez	\$1,136,348

YEAR	CONTRACTING AGENCY	TYPE OF SERVICE	LOCATION	AMOUNT
			Ravenswood Middle School public schools	
2020	San Mateo County Probation Department	Mentoring services	East Palo Alto, eastern Menlo Park, and Redwood City clubhouses	\$68,569.60
2021	San Mateo County Probation Department	Mentoring services	East Palo Alto, eastern Menlo Park, and Redwood City clubhouses	\$68,569.60
2022	San Mateo County Probation Department	Mentoring services	East Palo Alto, eastern Menlo Park, and Redwood City clubhouses	\$68,569.60
2020	US Office of Juvenile Justice & Delinquency Prevention (through Boys & Girls Clubs of America)	Mentoring services	East Palo Alto and Redwood City clubhouses	\$21,940

**2. Contracts or other commitments currently in force (consulting arrangements)**

YEAR	CONTRACTING AGENCY	TYPE OF SERVICE	LOCATION	AMOUNT
2023	Redwood City School District	Mentoring services	Taft, Hoover, and Garfield public schools	\$1,400,000
2023	Ravenswood City School District	Mentoring services	Brentwood, Belle Haven and Ravenswood Middle School public schools	\$1,209,000
2023	Bayshore Elementary School District			\$212,500
2023	South San Francisco Unified School District			\$85,000
2023	San Mateo- Foster City School District			\$275,000
2023	Jefferson Elementary School District			\$200,000
2023	San Mateo County Probation Department	Mentoring services	East Palo Alto, eastern Menlo Park, and Redwood City clubhouses	\$68,569.60

**3. Details of any failure or refusal to complete a contract**

Not applicable.

**4. Professional qualification for each individual that would be assigned to provide services requested in this**

<b>Personnel Name</b>	<b>FTE/Salary</b>	<b>Applicable Degrees (Degree/Year/Institution)</b>	<b>Professional Licenses/Certifications for EBP</b>	<b>CANS Certification</b>
Alondra Q Cardenas,, <i>HSSA Mentor</i>	\$\$63,211.20	B.A., Education & Ethnic Studies, 2020, University of California Riverside	Certified mandated reporter training and harassment training; CPR and First Aid certified	Check one: <b>X-Not trained</b> Trained Super Trained Certification Date:
Jose Sainz Medina, <i>HSSA Mentor</i>	\$62,337.60	B.S., Anthropology, Minor in Economics, 2017, University of California Riverside	Certified mandated reporter training and harassment training; CPR and First Aid certified	Check one: <b>X-Not trained</b> Trained Super Trained Certification Date:
Michelle Boire, <i>HSSA Mentor</i>	\$63,169.60	B.A., Fine Arts, 2009, University of California at Santa Cruz, MFA, Photography, 2012, San Jose University	Certified mandated reporter training and harassment training; CPR and First Aid certified	Check one: <b>X-Not trained</b> Trained Super Trained Certification Date:
Carla Chavez, <i>HSSA Mentor</i>	\$62,400,00	B.A, Sociology, 2017, San Francisco State University	Certified mandated reporter training and harassment training; CPR and First Aid certified	Check one: <b>X-Not trained</b> Trained Super Trained Certification Date:
Lauren Kang, Director, High School Program Strategy	\$88,734.62	B.A., Business, 2019, University of California Santa Barbara	Certified mandated reporter training and harassment training; CPR and First Aid certified	Check one: <b>X-Not trained</b> Trained Super Trained Certification Date:

## **TAB 2: Philosophy and Service Model**

Using research-informed indicators of K-12 school success, BGCP developed the HSSA program to target those students who are off-track at the end of middle school and in danger of not completing the critical first year of high school. BGCP's HSSA case management model is designed not only to help our students develop academic mindsets and skills, but also to promote resiliency, pro-social behavior, emotional wellbeing and the life skills students need to succeed in school.

### **BGCP's High School Success Program's Mentoring Services are based on the following core beliefs:**

- All youth can grow up to become self-sufficient adults and deserve our support; we welcome and serve all youth.
- Relationships with positive role models help youth thrive and are the foundation of our programs.
- All youth must complete 9th grade with course credits/GPA needed to be on track for post-secondary education or training
- All youth must at least graduate from high school to have a realistic chance at becoming self-sufficient adults.
- Youth need to believe they can have a good future.
- Schools need to be part of the solution; we partner closely with them by aligning our programs and sharing staff and facilities.
- Engaging families in their children's education increases children's chance of long-term success.
- Young people need to have fun in a safe positive environment.
- Youth must have a strong social-emotional support system to feel safe and able to learn.

All people—especially teens—need to belong. This need drives the power of peer pressure, causing some teens to join gangs. Most teens do not join gangs because they want to cause harm to their community; they join gangs because they want to belong and to be respected. BGCP offers a positive alternative to negative peer pressure and gang involvement by offering our members a peer group that appreciates the importance of education.

Our members learn what it means to be part of a community. They learn to think beyond themselves, express themselves constructively, and strive for high expectations. Our members learn what it feels like to be respected and to respect others. For some members, BGCP provides stability missing from an unsettled family life. This sense of community is the essence of BGCP.

Building relationships with youth is at the heart of this program. Our students benefit from having a consistent, caring, informed adult maintaining high expectations of them and helping them see their strengths, the patterns that keep causing them obstacles, and modeling and supporting them in solution-seeking when students face those obstacles.

### **Quality and Feasibility of Meeting Needs**

- ***Adequate and proficient staffing that reflects the cultural diversity of BGCP youth:*** BGCP actively recruits and hires experienced, committed educators and youth development professionals that reflect the cultural diversity of the families they serve. Like HSSA students, approximately half of our staff identifies as female and approximately half identify as male, and approximately 70% are Hispanic/Latinx, African-American or multiple ethnicities. Many of our instructors are former BGCP students and/or grew up in similar communities. HSSA staff are bilingual in Spanish and serve a vital role in the communication pathway between families and schools.



- **Planning for absences:** We staff adequately so that programs are never canceled in case of staff absence. If HSSA staff is absent, either the HSSA director or BGCP's 10th-12th grade Future Grads staff fills in, which helps to build purposeful relationships with the adult mentors the HSSA students will interact with in 10th grade.
- **Training:** BGCP promotes a year-round culture of learning and coaching. All HSSA staff receive one week (40 hours) in August of pre-service professional development including supporting English language learners and students with special needs, classroom management, first-aid, trauma informed care, emergency preparedness, effective instructional techniques, and team-building. An additional one week (40 hours) of training occurs in June prior to summer programming. Trainings are devoted to staff professional development including Childhood and Youth Development; volunteer management; performance management; establishing a values-based culture; academic and enrichment curriculum training and lesson plan development; creating an inclusive space for all youth; case management training; behavior coaching; restorative justice; creating a college going culture/postsecondary career pathway; addressing the impact of environmental trauma; best practices; assessment administration; mandated reporter; safety, crisis management, risk management, homework support, goal setting, and lesson planning

BGCP students encounter many family-related stresses, including homelessness, poverty, and challenges associated with being recent immigrants. HSSA staff are trained to understand presenting behaviors of traumatized students and respond in ways that address the root causes instead of the surface level symptoms. In addition to training receiving Trauma Informed Care training at BGCP, HSSA staff also join the staff at our partner high schools each summer to complete the Sequoia High School District's trauma-informed professional development training. HSSA's trauma informed approach is designed to address the high risk factors and multiple barriers to success facing program participants.

- **Cultural competence:** All BGCP staff receive cultural competence training where they learn to promote an environment that welcomes and celebrates diversity and unique cultural backgrounds. In the cultural competence training staff learn to create safe, inclusive spaces and techniques for working with diverse populations. The BGCP human capital department screens for cultural competency during the hiring process, through interview questions and teaching observations.
  - **Background checks:** All staff members are fingerprinted and background checked.
  - **Staff coaching:** *Each advisor receives one hour coaching from a Program Strategy Team member 2x per month. Coaching sessions include an observation, a debrief rooted in effectiveness indicators, and a "high leverage next step"*
  - **Proven results:** 1) Please see SMC Probation Department, Boys & Girls Clubs of the Peninsula Annual Evaluation, FY2021-2022;
- 1) **Evidence-based practices and Promising Practices:** HSSA's program content and pedagogy is aligned with the following evidence-based practices and models in the field of youth development, case management, social emotional well-being and academic success.

**Check & Connect:** The High School Success Advising Program is modeled closely after the Check & Connect Program Manual. Check & Connect is an intervention used with K-12 students who show warning signs of disengagement with school and who are at risk of dropping out. At the core of Check & Connect is a trusting relationship between the student and a caring, trained mentor who both advocates for and challenges the student to keep education salient. Students are referred to Check & Connect when they show warning signs of disengaging from school, such as poor

attendance, behavioral issues, and/or low grades. In Check & Connect, the "Check" component refers to the process where mentors systematically monitor student performance variables (e.g., absences, tardies, behavioral referrals, grades), while the "Connect" component refers to mentors providing personalized, timely interventions to help students solve problems, build skills, and enhance competence. Mentors work with caseloads of students and families for at least two years, functioning as liaisons between home and school and striving to build constructive family-school relationships.

**Growth Mindset:** Growth Mindset is a strengths-based practice that suggests that achievement is a function of strategy and effort applied to reach the goal rather than intrinsic intelligence or deficiencies. In other words, it is the strategy or approach and effort that has the greatest impact on any given outcome. The embodiment of this mindset promotes positive risk-taking and reduces fear of failure, as it is not tied to one's inherent skill or ability.

**Transtheoretical Model (Stages of Change Model) and Motivational Interviewing:** An evidence-based model based on empirical evidence and motivational interviewing is Dr. James Prochaska and Dr. Carlo DiClemente's Transtheoretical Stages of Change model.

Pre-Contemplation → Contemplation → Preparation → Action → Maintenance

The Evidence-Based-Practice that actualizes progression between stages is known as Motivational Interviewing (MI). HSSA mentors incorporate MI techniques, such as expressing empathy or supporting self-efficacy, to help students develop their own motivation for, and commitment to, change.

When changing serious problem behaviors, several relapses can often prompt clients to restart the cycle of change. The Evidence-Based Practice that actualizes progression between stages is known as Motivational Interviewing (MI). A practitioner's effective use of MI can strengthen a youth's own motivation for and commitment to change. MI techniques include:

- Expressing empathy: Listening, complimenting, and building up the client rather than telling, criticizing, and tearing down the client.
- Developing discrepancy: Helping clients perceive a discrepancy between where they are and where they want to be by raising the client's awareness of the adverse personal consequences of continuing with the current behavior.

Supporting self-efficacy: Giving the client hope or optimism that they can change their behavior, recognizing that only the client can decide to change and carry out that choice.

**Youth Development Framework for Practice:** An evidence-based framework based on empirical evidence that focuses on five supports and opportunities that students need to experience in order to move toward positive long-term outcomes. HSSA's program activities address the five elements: safety, supportive relationships, meaningful youth involvement, skill building and community involvement. Student and staff feedback are used to measure how participants experience these factors.

**Trauma-Informed Care:** Much of the leading research around youths with high risk factors, or barriers to success, points to the need to offer trauma-informed care. This refers to an organizational structure and treatment framework that involves understanding, recognizing, and responding to the effects of all types of trauma. Practitioners who understand presenting behaviors of traumatized students are better equipped to respond in ways that alleviate pressures of the root causes instead of simply, and often ineffectively, addressing the surfacing symptoms.

**Collaborative for Academic, Social, and Emotional Learning (CASEL), Caring School Community**

Our intervention utilizes the CASEL framework for understanding and promoting social and emotional learning that includes five clusters of competency in intrapersonal and interpersonal domains: (1) cognitive factors, including memory and learning processes, (2) attitudinal skills, (3) self-regulation and metacognitive abilities, (4) behavioral strategies and goals, and (5) social skills training. HSSA incorporates many aspects of CASEL's Caring School Community curriculum and has expanded the program to meet the specific needs of youth in our community.

- 2) **Physical Space and Equipment Needs:** We have no need for the use of county facilities or equipment to deliver the services described here.
- 3) **Meeting the Scope of Work:** Our approach is based on evidence-based practices and BGCP's decades of experience in successfully providing mentoring services for the youth of the County of San Mateo. BGCP staff, supported by a full time Evaluation Manager and part time Evaluation Assistant, are able to meet all program and evaluation requirements, including JAIS reporting. HSSA mentors providing direct services have received JAIS training and administer pre-JAIS assessments each fall . With our extensive staff corps and our fully developed facilities, BGCP is able to meet all aspects of the scope of work and related requirements.
- 4) **Items that can not be provided:** There are no relevant items that BGCP can not provide.
- 5) **Other services:** BGCP clubhouse facilities can be made of use during the daytime and on weekends for County of San Mateo Probation Department activities.

## Exhibit B: Clients and Services

### 1. Program Description

#### a. Service Types and Evidence-Based Interventions

In 2023, Boys & Girls Clubs of the Peninsula proposes to provide its High School Success Advising program to 60 at-risk 9<sup>th</sup>/10<sup>th</sup> grade students in San Mateo County. Derived from evidence-based models and practices, our high-school based mentoring program helps our county's most at-risk youth build long-term positive non-parental adult relationships, strengthen social and emotional learning skills, and improve academic skills and mindsets.

High School Success Advising is designed as a prevention program for freshman who typically fall through the cracks and lack a mentor, advisor, or advocate during the critical first year of high school. Local high school campuses provide programs designed for students who are truant, exhibit behavior concerns and are at high risk of dropping out. However, there is a gap in services for a cohort of students who are neither on-track nor quite off-track for high school graduation. The HSSA program provides a "safety net" to catch and address minor to moderate barriers to a student's school success before they become severe or acute. Through our recruitment and enrollment process, HSSA targets students who meet one or more of the following criteria: a) At least 2 Ds or at least 1 F in a core academic class in 8<sup>th</sup> grade, b) School Attendance between 75%-90%, and c) 3 or more discipline referrals. We collaborate with school staff to identify and serve students who show moderate levels of academic and social and emotional (SEL) needs and can benefit most from the one-on-one meetings and academic supports we provide.

BGCP Advising programs is a comprehensive intervention designed to enhance student engagement at school through relationship building, problem solving, resource linkage, academic support, and college/career exposure. It is comprised of the following elements:

- 1) An advisor who works with students for one to four years
- 2) Weekly check ins with students to review school data and problem solve around academic challenges
- 3) Timely interventions to maintain the student's connection to school and to enhance student's academic performance (includes linkage to tutoring, mental health services & skill building workshops)
- 4) Engagement with families
- 5) Exposure to college and career opportunities

Short-term goals for HSSA include:

- Strengthening students' social and emotional learning (SEL) skills: increased self-awareness; strengthened relationships with adults; new or strengthened peer relationships
- Strengthening students' academic skills: increased skill in navigating the educational environment, increased ability to set and achieve goals, and self-advocate with school staff
- Strengthening students' academic mindset: strengthened growth mindsets and increased sense of belonging

HSSA's long-term goals include:

- Students will be on track to enroll in postsecondary education or training
- Members and their families will report reduced gang involvement
- Members will report reduced alcohol and drug use
- Members and their families will report reduced involvement with the juvenile justice system.

HSSA takes a case management approach to serving 15 primarily 9<sup>th</sup> grade students, as well as some 10<sup>th</sup> grade students at each of four partner high schools in the Sequoia Union High School District. BGCP seeks to identify struggling students and intervene early enough to address behavioral and academic issues that are barriers to success. Students are introduced to the program between the Spring of their 8<sup>th</sup> grade year and the end of that following summer, enrolled before their freshman year begins, and receive on-campus individualized and group mentoring services through the end of their freshman year, including enrollment in summer school.

Social Emotional Learning (SEL) is a core program component of HSSA. Embedded in BGCP's mission is the idea that a student's success is reliant both on academic success and on social and emotional success, since success or challenge in one realm is likely to impact the other. HSSA's SEL approach is drawn on aspects of evidence-based practices cited above.

Each HSSA mentor works full-time at one of the four high school campuses and provide the following direct service activities which are differentiated based on youth need as determined by assessment upon initial intake:

**Student Mentoring Meetings (1:1):** 1:1 mentoring meetings take place a minimum of once a week with each student for roughly 30 minutes. The frequency of mentor meetings is determined by the level of student needs. Mentors are in constant communication with teachers to schedule the best times for student advising meetings, as well as have frequent individualized conversations about students, the curriculum being taught, and any new information relevant to individual students.

Mentoring meetings focus on developing student centered plans that are designed in collaboration with student, parent and school staff. Students review class grades, practice setting and reflecting on short- and long-term goals, create action plans tied to goal setting, engage in conversations and activities that address social and emotional learning goals, and problem solve barriers to students' success in school. Mentors and students also discuss targeted academic goals for the week, such as completing and turning in homework, studying for a test, and attending a specific class or tutoring session. Mentors frequently model teacher outreach and help students create an actionable goal.

HSSA mentoring staff work closely with students and the other adults in their lives to ensure students' needs are being met without necessarily being the adult to meet those needs. For example, students in the program present academic needs, but the role of the mentor is not to meet those needs directly; it is to help connect the student to the appropriate supports, such as teachers or tutors, who can help meet those needs. This approach requires strong relationships with the student and the other adults in their life, as well as the ability to identify needs that may be outside the scope of the mentor's role.

**Student check-ins:** Mentors touch base informally, in-person, by text or by phone, with each student to check-in on action items, gauge obstacles to school success, build rapport, and establish continuity. Mentors continue their case management work, asking the tough questions and encouraging reflection: How is school going? What problems are you having? What do you need to be successful? What projects are coming up? Let's work through all of it together.

**Academic Support (Tutoring):** Providing and connecting students to academic supports is a critical piece of the Advising program. HSSA students engage in four academic support sessions per week that total 120 minutes. Tutoring takes place on high school campuses and at clubhouses so students are familiar with two locations and resources where they can receive support all four years of

high school. Tutoring helps students not only get in the practice of setting aside time to complete work, but also emphasizes the importance of time management, goal-setting, and completing work while resources, teachers, and tutors are present, instead of late at night without any support. Engaging with teachers, tutors, and clubhouse staff provides with opportunities to strengthen relationships with adults and build social-emotional skills.

HSSA mentors focus on the development of good study habits and skills rather than direct tutoring in specific content areas. They ask probing questions and helping students manage their time, stay focused, and utilize resources effectively. We want students to not only complete their work but also understand the areas of each subject and class they need to focus on, build out their own resources list, help each other and hold each other accountable, use their planner, and consistently attend and get their work done. Mentors hosts quarterly core collaboration sessions during tutoring with four or more students being guided through collaborative work on an upcoming school project, assessment, or major assignment informed by classroom sit ins and other school staff contact.

**Classroom sit-ins:** Mentors observe student and teacher interactions in class, on as needed basis, to better understand the key academic content delivered during the school day, students' behavior in class and students' needs in school. A strong understanding of each student's school day experience enables mentors to build stronger relationships with students and help students strengthen specific academic and social-emotion mindsets and skills that will promote school success. BGCP continually evaluates and refines the program model to determine how and the extent to which the frequency and method of touchpoints impacts student outcomes.

**Family Engagement:** BGCP parents face many obstacles to involvement in their children's education and success, such as maintaining two or even three jobs that limit time for other activities. We believe that increased family engagement strengthens the communication between students and parents, increases students' ability to self-advocate with their families and helps caregivers become champions of and advocates for their students' success in school. Caregivers are encouraged to participate in quarterly workshops on topics such as program expectations, how to read report card, summer opportunities and celebratory events. As all of our HSSA staff are bilingual in Spanish and reach out to caregivers a minimum of once per quarter, via phone or in-person, to provide updates and/or garner support.

**School staff communication:** While the HSSA program is designed to be implemented across various school environments, a fundamental contextual element inherent in the program is that it is embedded in schools that need additional supports for students. Mentors meet with teachers to build relationships, share resources and curriculum to provide students with timely academic support, develop student-specific resources, and help resolve obstacles to success in school. By developing strong relationships with teachers, mentors are able to promote communication between students and teachers, increase students' ability to self-advocate with school staff and identify areas of success and challenges that need to be celebrated or addresses. There are a minimum of two touch points per student per month.

**Mental Health:** HSSA is designed to serve a population of students who come from marginalized communities and are less likely to have access to adequate mental health care. Although HSSA targets students exhibiting moderate SEL risk factors, students in the program present with unmet mental health needs. Through our partnerships with Acknowledge Alliance and Child Mind Institute, BGCP now has full-time therapists on-site at our Redwood City and East Palo Alto clubhouses to provide youth with individual therapeutic services and small group interventions. HSSA program mentors can seek support

and refer students and their caregivers to BGCP mental health resources for issues that are beyond the scope of mentors roles. Partner clinicians also provide caregiver workshops focused on preventing, identifying, and supporting students' mental health needs.

### **Career Readiness**

The theoretical underpinnings of Success Advising emphasize the importance of engaging students in college and career exposure activities in order to boost student intrinsic motivation around school. For this reason, the HSSA program collaborates with BGCP's High School Post Secondary Team to provide students with College and Career Exposure activities that are authentic, culturally-responsive, and engaging. HSSAs will collaborate with members of the HSPS team ensure that every HSSA student attends 4 HSPS events (either Career Pathways Program or Future Grads) per year. Our goal is for students to report an increase in perceived value of education and academic motivation, and identify 1-2 post-secondary paths that interest them.

#### **b. Locations of Services**

All of the programs described in this bid take place on-site at four high school partner campus locations and two BGCP clubhouse serving students in grades 9th-12th. Our two clubhouses and school partner campus locations are as follows:

- Moldaw-Zaffaroni Clubhouse, 2031 Pulgas Avenue, East Palo Alto, CA, 94303
- Mervin G. Morris Clubhouse, 1109 Hilton Street, Redwood City, CA, 94063
- Menlo Atherton High School Campus, 555 Middlefield Road, Atherton, CA, 94027
- Sequoia High School Campus, 1201 Brewster Avenue, Redwood City, CA, 94062
- East Palo Alto Academy Campus, 1050 Myrtle Street, East Palo Alto, CA, 94303
- Woodside High School, 199 Churchill Avenue, Woodside, CA, 94062

#### **c. Timing of Services:** Programming is provided year-round, with both school year and summer program components.

June- July: Summer programming

- Between 8th and 9th grade, students entering HSSA participate in Compass, a four-week school-site summer bridge program to smooth the transition to high school.
- HSSA advisors track progress on any students engaged in credit recovery during the summer

August - June: Academic year programming.----CONFIRM

- Recruit and enroll members at all sites
- Fall excursions and Q1 incentive excursions
- Expose participants to BGCP clubhouse activities, including college and career opportunities through field trips and guest speakers
- Quarterly Caregiver workshops
- Provide HSSA 1:1 mentoring, academic support, and other case management services
- Spring excursions and Q3 incentive excursions
- Track attendance, behavior, course credits and develop tailored interventions to keep students on-track

**2. Target Client Population**

In 2023-2024, BGCP expects to serve over 3500 active youth members<sup>2</sup> ages TK-Postsecondary in the highest lowest income and disadvantaged areas in San Mateo County.

HSSA is currently designed to accommodate 60 students per year with up to 15 HSSA students at each of the four high school sites. We continue to explore options to expand current intensive mentoring services by adding second cohort at each campus to include more 9<sup>th</sup> graders and/or expand to 10<sup>th</sup> graders to provide continuity and support for students over a two year period. Program expansion during the grant period could result in services provided for up to 100 students.

BGCP staff works with 8th grade school teachers and staff to recruit and identify students who could benefit from HSSA. Many participants are recommended by principals, teachers, counselors, or their parents based on various risk factors that may jeopardize their academic success.

Our youth are exposed to a number of risk factors including an elevated high school dropout rate and lack of positive role models. In the neighborhoods we serve, 83.3% of adults do not have a college degree, and 1 in 3 adults did not graduate high school (US Census/ACS 2015). Looking more closely at the data for our school districts, the California Healthy Kids Survey from the Ravenswood City School District (2016) and Sequoia Union High School District (2015) provides the most current view of risk factors for youth in our communities:

High School Risk Factors

9th graders (n=1,790)	11th graders (n=1,292)
<ul style="list-style-type: none"> <li>•7% reported being drunk or high at school</li> <li>•20% reported current alcohol or drug use</li> <li>•13% reported seeing a weapon on school campus in the last 12 months</li> <li>•27% reported chronic sadness/ hopelessness</li> <li>•11% reported that their parents graduated from high school</li> <li>•16% reported having considered suicide</li> </ul>	<ul style="list-style-type: none"> <li>•17% reported being drunk or high at school</li> <li>•22% reported being very drunk or high more than 7 times</li> <li>•11% reported seeing a weapon on school campus in the last 12 months</li> <li>•30% reported chronic sadness/ hopelessness</li> <li>•11% reported that their parents graduated from high school</li> <li>•17% reported having considered suicide</li> </ul>

<sup>2</sup> Attending the club a minimum of two days a week.



### **Tab 3: Protocols for Addressing Concerns**

#### ***1) Routine Problems***

In the event of a routine problem, the Director of High School Success Advising or the Senior Director of High School & Postsecondary Success Programs will be notified and will work to address the issue.

#### ***2) Addressing Problems***

In the event of the identification of a problem by the County, its clients/patients, and/or other applicable constituents, the appropriate parties will meet to develop a plan to address the issue within 30 days.

**Tab 4: Claims, Licensure, Non-Discrimination, and Health Insurance Portability and Accountability Act (HIPAA) Violations Against the Boys & Girls Clubs of the Peninsula**

There are no claims and violations against Boys & Girls Clubs of the Peninsula currently or in the past five years.

## Tab 5: Cost Analysis and Budget for Primary Services

### 1) Cost of Services

#### Staff Salaries

- **Mentoring Services, \$226,510 per year:**  
4 full time staff will provide Mentoring Services for a minimum of 60 students in year 1, and potential 100 students in year 2. In FY23 staff members will have an average hourly rate of \$31 per hour. Mentoring services will be provided for 39 weeks each year, for a minimum of three days per week, three hours each day.
- **Data Collection and Evaluation, \$2,720 per year:**  
BGCP's Evaluation Manager's FY23 hourly rate is \$34. This staff member will spend twenty hours per quarter collecting and analyzing data related to our contract with the County of San Mateo.

BGCP has no rent or other costs associated with providing our services. Janitorial and maintenance are our only occupancy expenses. Indirect costs of 10% are included for personnel providing direct services.

BGCP and HSSA have stable funding and benefit from broad community support. Our agency budget for FY23 is \$27,700,000. In FY22, BGCP raised \$21.4 million from individuals (59%), Board of Directors/Advisory (14%), private foundations (11%), community organizations/corporations (4%), government (2%), and other sources. BGCP will be able to leverage additional funds through other funders. Our overhead rate is 20%. We will continue to work diligently to determine other prospective funders. BGCP understands that JPCF and JJCPA funding is inherently unstable and we acknowledge and recognize the possibility of funding reductions, and are prepared to be flexible and resilient in the face of a shifting funding base.

The following indicators demonstrate BGCP's capacity to effectively implement the HSSA mentoring program:

- **Board Oversight:** BGCP has an active, engaged board of directors with 32 community leaders, including Executive Director Jenny Obiaya, who leads BGCP's senior management team.
- **Dedicated Volunteers:** Volunteers are critical to achieving our mission. In FY 2022, 1,141 volunteers provided our members with 23,403 hours of critical support through one-on-one tutoring, mentoring, college coaching and support for our special events.
- **Operational and Fiscal Health Management:** We are audited annually with facilitation from our board-led Audit Committee, and our finances are managed by a board-led Finance Committee comprised of finance and investment professionals, and CPAs.

**2) Travel Time:** Travel time and expenses are not expected to be billable.

**3) Start-Up Costs:** No start up costs are associated with the proposed activities.

## **Tab 6: Cooperative Purchasing**

### **1) Contract Extension**

The resultant contract can be extended to other San Mateo County departments if an appropriate partnership were to emerge.

### **2) Additional Services: N/A**

## **Tab 7: Quality/Program Evaluation –CONFIRM/UPDATE ALL**

### **1) Use of Data to inform work**

BGCP rigorously evaluates programs and utilizes an organizational scorecard to measure and report progress. We track leading indicators including membership totals, average daily attendance, length of membership, and membership renewal rates. Program and site leadership staff review the results, share with school principals and program staff, and use data to inform annual planning/future program design.

For our HSSA program, we track college readiness through several indicators including: on-track credit accrual; passing core classes; GPA; attendance and behavior.

BGCP deploys stakeholder surveys twice a year using the Net Promoter System (NPS). We use this data to assess stakeholder satisfaction and identify opportunities for program improvement. Students respond to questions regarding Student Engagement, Academic Rigor, Relationships with Mentors, Relationships with Peers, and School Culture. The 20-minute anonymous survey is offered in English and Spanish and helps us understand from a student's perspective how well BGCP is meeting their needs and whether they are developing the desired attitudes and life skills.

The Stakeholder Survey also includes feedback from students, parents, school staff, and volunteers and used to inform and guide staff trainings and curricula adjustments.

Collected data that is specific to the implementation of the proposed project include: Pre-JAIS;k and student surveys. HSSA has a logic model with targeted outcomes and the program team meets at least quarterly to review performance measurement and outcome data.

At staff training meetings at each site in January, management staff compiles all data and reviews the strengths and areas for improvement with staff, who compare results with target program goals, highlight areas of success and issues to address, decide on program adjustments, and formulate specific action steps to address areas of improvement and track progress in the second half of the school year. Program content is developed that meets students' needs and interests based on their Stakeholder Survey responses.

### **2) Capacity to Collect Required Data**

BGCP's Evaluation team is comprised of one full time Evaluation Manager and one part time Evaluation Assistant, and is supported by the Staff Development Team (Learning and Development Trainer; Director of K-8 Programs and Training). The team manages program and fundraising data collection, evaluation, and reporting activities. The team conducts BGCP's annual youth survey, then compiles and reports on the data (please see Report to Stakeholders in attached documents). The Evaluation team and BGCP staff also track students along a spectrum of graduation preparedness by gathering data on students' grades, behavior, and attendance.

HSSA have been trained to administer and report JAIS data.

### **3) Methods for tracking Units of Service (program level data).**

Units of Service are tracked using Salesforce platform for robust, sustained tracking of student services and outcomes, including recording participant information, tracking enrollment and dosage/participation in BGCP program activities.

## Tab 8: References

### 1) Business References

- Sean Priest, Principal, Sequoia High School  
650-367-9780 x60010, [spriest@seq.org](mailto:spriest@seq.org)
- Karen Van Putten, Principal, Woodside High School  
(650) 367-9750 Ext. 40010, [kvanputten@seq.org](mailto:kvanputten@seq.org)
- Karl Losekoot, Principal, Menlo-Atherton High School  
(650) 322-5311 Ext. 50110, [klosekoot@seq.org](mailto:klosekoot@seq.org).

### **Tab 9: Statement of Compliance with County Contractual Requirements**

In the event that our proposal is accepted, BGCP will commit and is able to comply with each of the terms of the County's standard contract, including but not limited to the following:

- The County non-discrimination policy;
- The County equal employment opportunity requirements;
- County requirements regarding employee benefits;
- The County jury service pay ordinance;
- The hold harmless provision;
- County insurance requirements;
- The County's Living Wage Ordinance; and
- All other provisions of the standard contract.

In addition, BGCP will agree to have any disputes regarding any contract venue in San Mateo County or the Northern District of California.

#### **List of Attachments:**

1. High School Success Advising Story, 2021-2022 school year
2. Staff Resumes :

Budget Boys & Girls Clubs of the Peninsula

**FISCAL YEAR 2023-24 (July 1, 2023 - June 30, 2024)**

Budget Projections								
A. Direct Personnel Costs								
Services (by Type)	# of Staff	Rate (\$/hr/staff)	Indicator	Quarter 1 (7/1/23- 9/30/23)	Quarter 2 (10/1/23 - 12/31/23)	Quarter 3 (1/1/24 - 3/31/24)	Quarter 4 (4/1/24 - 6/30/24)	FY 2023-24 Total
1:1 Mentoring	4	\$32.00	Number of Clients	60	60	60	60	
			Number of Hours	38	38	38	38	152
			Amount (Rate * Hours * Staff)	\$4,864.00	\$4,864.00	\$4,864.00	\$4,864.00	\$19,456.00
Informal Check-Ins	4	\$32.00	Number of Clients	60	60	60	60	
			Number of Hours	28	28	28	28	112
			Amount (Rate * Hours * Staff)	\$3,584.00	\$3,584.00	\$3,584.00	\$3,584.00	\$14,336.00
Family and School Staff Contacts	4	\$32.00	Number of Clients	60	60	60	60	
			Number of Hours	10	10	10	10	40
			Amount (Rate * Hours * Staff)	\$1,280.00	\$1,280.00	\$1,280.00	\$1,280.00	\$5,120.00
Data Evaluation	1	\$34.00	Number of Clients	60	60	60	60	
			Number of Hours	20	20	20	20	80
			Amount (Rate * Hours * Staff)	\$680.00	\$680.00	\$680.00	\$680.00	\$2,720.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>A. Direct Personnel Costs Total</b>				<b>\$10,408.00</b>	<b>\$10,408.00</b>	<b>\$10,408.00</b>	<b>\$10,408.00</b>	<b>\$41,632.00</b>

B. Direct Operating Costs						
Item	Indicator	Quarter 1 (7/1/23- 9/30/23)	Quarter 2 (10/1/23 - 12/31/23)	Quarter 3 (1/1/24 - 3/31/24)	Quarter 4 (4/1/24 - 6/30/24)	FY 2023-24 Total
	Amount	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	Amount					\$0.00
	Amount					\$0.00
	Amount					\$0.00
<b>B. Direct Operating Costs Total</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

	Quarter 1 (7/1/23- 9/30/23)	Quarter 2 (10/1/23 - 12/31/23)	Quarter 3 (1/1/24 - 3/31/24)	Quarter 4 (4/1/24 - 6/30/24)	FY 2023-24 Total
<b>A. Direct Personnel Costs Total</b>	\$10,408.00	\$10,408.00	\$10,408.00	\$10,408.00	\$41,632.00
<b>B. Direct Operating Costs Total</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total Direct Program Costs (A + B)</b>	\$10,408.00	\$10,408.00	\$10,408.00	\$10,408.00	\$41,632.00
<b>C. Indirect Costs (10%)</b>	\$1,040.80	\$1,040.80	\$1,040.80	\$1,040.80	\$4,163.20
<b>TOTAL FY 2023-24 BUDGET</b>	<b>\$11,448.80</b>	<b>\$11,448.80</b>	<b>\$11,448.80</b>	<b>\$11,448.80</b>	<b>\$45,795.20</b>



Name of Program: **Boys & Girls Clubs of the Peninsula**

**FISCAL YEAR 2024-25 (July 1, 2024 - June 30, 2025)**

			Budget Projections					
Services (by Type)	# of Staff	Rate (\$/hr/staff)	Indicator	Quarter 1 (7/1/24 - 9/30/24)	Quarter 2 (10/1/24 - 12/31/24)	Quarter 3 (1/1/25 - 3/31/25)	Quarter 4 (4/1/25 - 6/30/25)	FY 2024-25 Total
1:1 Mentoring	5	\$33.00	Number of Clients	75	75	75	75	
			Number of Hours	38	38	38	38	152
			Amount (Rate * Hours * Staff)	\$6,270.00	\$6,270.00	\$6,270.00	\$6,270.00	\$25,080.00
Informal Check-Ins	5	\$33.00	Number of Clients	75	75	75	75	
			Number of Hours	28	28	28	28	112
			Amount (Rate * Hours * Staff)	\$4,620.00	\$4,620.00	\$4,620.00	\$4,620.00	\$18,480.00
Family and School Staff Contacts	5	\$33.00	Number of Clients	75	75	75	75	
			Number of Hours	10	10	10	10	40
			Amount (Rate * Hours * Staff)	\$1,650.00	\$1,650.00	\$1,650.00	\$1,650.00	\$6,600.00
Data Evaluation	5	\$33.00	Number of Clients	75	75	75	75	
			Number of Hours	20	20	20	20	80
			Amount (Rate * Hours * Staff)	\$3,300.00	\$3,300.00	\$3,300.00	\$3,300.00	\$13,200.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>A. Direct Personnel Costs Total</b>				<b>\$15,840.00</b>	<b>\$15,840.00</b>	<b>\$15,840.00</b>	<b>\$15,840.00</b>	<b>\$63,360.00</b>

B. Direct Operating Costs						
Item	Indicator	Quarter 1 (7/1/24 - 9/30/24)	Quarter 2 (10/1/24 - 12/31/24)	Quarter 3 (1/1/25 - 3/31/25)	Quarter 4 (4/1/25 - 6/30/25)	FY 2024-25 Total
	Amount					\$0.00
	Amount					\$0.00
	Amount					\$0.00
	Amount					\$0.00
<b>B. Direct Operating Costs Total</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

	Quarter 1 (7/1/24 - 9/30/24)	Quarter 2 (10/1/24 - 12/31/24)	Quarter 3 (1/1/25 - 3/31/25)	Quarter 4 (4/1/25 - 6/30/25)	FY 2024-25 Total
<b>A. Direct Personnel Costs Total</b>	<b>\$15,840.00</b>	<b>\$15,840.00</b>	<b>\$15,840.00</b>	<b>\$15,840.00</b>	<b>\$63,360.00</b>
<b>B. Direct Operating Costs Total</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>Total Direct Program Costs (A + B)</b>	<b>\$15,840.00</b>	<b>\$15,840.00</b>	<b>\$15,840.00</b>	<b>\$15,840.00</b>	<b>\$63,360.00</b>
<b>C. Indirect Costs (10%)</b>	<b>\$1,584.00</b>	<b>\$1,584.00</b>	<b>\$1,584.00</b>	<b>\$1,584.00</b>	<b>\$6,336.00</b>
<b>TOTAL FY 2024-25 BUDGET</b>	<b>\$17,424.00</b>	<b>\$17,424.00</b>	<b>\$17,424.00</b>	<b>\$17,424.00</b>	<b>\$69,696.00</b>

Name of Program: **Boys & Girls Clubs of the Peninsula**

**FISCAL YEAR 2025-26 (July 1, 2025 - June 30, 2026)**

			Budget Projections					
Services (by Type)	# of Staff	Rate (\$/hr/staff)	Indicator	Quarter 1 (7/1/25 - 9/30/25)	Quarter 2 (10/1/25 - 12/31/25)	Quarter 3 (1/1/26 - 3/31/26)	Quarter 4 (4/1/26 - 6/30/26)	FY 2025-26 Total
1:1 Mentoring	6	\$34.00	Number of Clients	100	100	100	100	
			Number of Hours	38	38	38	38	152
			Amount (Rate * Hours * Staff)	\$7,752.00	\$7,752.00	\$7,752.00	\$7,752.00	\$31,008.00
Informal Check-Ins	6	\$34.00	Number of Clients	100	100	100	100	
			Number of Hours	28	28	28	28	112
			Amount (Rate * Hours * Staff)	\$5,712.00	\$5,712.00	\$5,712.00	\$5,712.00	\$22,848.00
Family and School Staff Contacts	6	\$34.00	Number of Clients	100	100	100	100	
			Number of Hours	10	10	10	10	40
			Amount (Rate * Hours * Staff)	\$2,040.00	\$2,040.00	\$2,040.00	\$2,040.00	\$8,160.00
Data Evaluation	6	\$34.00	Number of Clients	100	100	100	100	
			Number of Hours	20	20	20	20	80
			Amount (Rate * Hours * Staff)	\$4,080.00	\$4,080.00	\$4,080.00	\$4,080.00	\$16,320.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Number of Clients					
			Number of Hours					0
			Amount (Rate * Hours * Staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>A. Direct Personnel Costs Total</b>				<b>\$19,584.00</b>	<b>\$19,584.00</b>	<b>\$19,584.00</b>	<b>\$19,584.00</b>	<b>\$78,336.00</b>

B. Direct Operating Costs						
Item	Indicator	Quarter 1 (7/1/25 - 9/30/25)	Quarter 2 (10/1/25 - 12/31/25)	Quarter 3 (1/1/26 - 3/31/26)	Quarter 4 (4/1/26 - 6/30/26)	FY 2025-26 Total
	Amount	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	Amount					\$0.00
	Amount					\$0.00
	Amount					\$0.00
<b>B. Direct Operating Costs Total</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

	Quarter 1 (7/1/25 - 9/30/25)	Quarter 2 (10/1/25 - 12/31/25)	Quarter 3 (1/1/26 - 3/31/26)	Quarter 4 (4/1/26 - 6/30/26)	FY 2025-26 Total
<b>A. Direct Personnel Costs Total</b>	\$19,584.00	\$19,584.00	\$19,584.00	\$19,584.00	\$78,336.00
<b>B. Direct Operating Costs Total</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total Direct Program Costs (A + B)</b>	\$19,584.00	\$19,584.00	\$19,584.00	\$19,584.00	\$78,336.00
<b>C. Indirect Costs (10%)</b>	\$1,958.40	\$1,958.40	\$1,958.40	\$1,958.40	\$7,833.60
<b>TOTAL FY 2025-26 BUDGET</b>	<b>\$21,542.40</b>	<b>\$21,542.40</b>	<b>\$21,542.40</b>	<b>\$21,542.40</b>	<b>\$86,169.60</b>

	FY 2023-24 Total	FY 2024-25 Total	FY 2025-26 Total	Project Total
<b>A. Direct Personnel Costs Total</b>	\$41,632.00	\$63,360.00	\$78,336.00	\$183,328.00
<b>B. Direct Operating Costs Total</b>	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total Direct Program Costs (A + B)</b>	\$41,632.00	\$63,360.00	\$78,336.00	\$183,328.00
<b>C. Indirect Costs Total</b>	\$4,163.20	\$6,336.00	\$7,833.60	\$18,332.80
<b>TOTAL PROGRAM BUDGET</b>	<b>\$45,795.20</b>	<b>\$69,696.00</b>	<b>\$86,169.60</b>	<b>\$201,660.80</b>