



Allegheny County Department of Human Services

# RFP Response Form

## RFP for the Development of an Enhanced and Comprehensive Reentry System

### PROPOSER INFORMATION

Proposer Name: Reimagine Reentry, Inc.

Authorized Representative Name & Title: Julia Donnelly, Director of Data & Evaluation

Address: [REDACTED]

Telephone: [REDACTED]

Email: [REDACTED]

Website: letsreimaginereentry.org

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

Women Owned:  Yes  No

Minority Owned:  Yes  No

If yes, select the ethnicity:

American Indian or Alaska Native

Black or of African decent

Hispanic or Latino/a

Native Hawaiian/Pacific Islander

Western Asian/Middle Eastern

East Asian/Far Eastern

South Asian/Indian (Subcontinent)

Southeast Asian

Other Asian

Multi-racial

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

Faith Based:  Yes  No

Partners included in this Proposal: Dr. Devin L. Patterson, PsyD and Maurice Smith

How did you hear about this RFP? *Please be specific.* Lena Bryan-Henderson, Chief Public Defender, Allegheny County Office of the Public Defender

# RFP for the Development of an Enhanced Comprehensive Reentry System

## PROPOSAL INFORMATION

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

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

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

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

Total dollar amount requested: \$400,000

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

To provide curriculum-based programming for Job Training and Development and Relationship Building and Maintenance.

## REQUIRED CONTACTS

	Name	Phone	Email
Chief Executive Officer	Richard Garland	[REDACTED]	[REDACTED]
Contract Processing Contact	Sydney Yates	[REDACTED]	[REDACTED]
Chief Information Officer	Julia Donnelly	[REDACTED]	[REDACTED]
Chief Financial Officer	Caroline Cook	[REDACTED]	[REDACTED]
MPER Contact*	Julia Donnelly	[REDACTED]	[REDACTED]

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

## BOARD INFORMATION

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

**RFP for the Development of an Enhanced Comprehensive Reentry System**

Board Chairperson Name & Title: John Harper, President of MovieScoop Cinemas (retired)

Board Chairperson Address: [REDACTED]

Board Chairperson Telephone: [REDACTED]

Board Chairperson Email: [REDACTED]

Partners included in this Proposal: Dr. Devin L. Patterson, PsyD and Maurice Smith

**REFERENCES**

Provide the name, affiliation and contact information [include email address and telephone number] for three references who are able to address relevant experience with your organization. *Please do not use employees of the Allegheny County Department of Human Services as references.*

Stacy Steiner, Esq.  
Director of Policy and Training, Allegheny County Public Defender Office

[REDACTED]

Tamara Collier  
Allegheny County Anchored Reentry (ACAR), Executive and Leadership Committees

[REDACTED]

Alena Anderson  
Director, Moving Towards Financial Stability, United Way of Southwestern Pennsylvania

[REDACTED]

**CERTIFICATION**

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

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

By submitting this Proposal, I certify and represent to the County that all submitted materials are true and accurate, and that I have not offered, conferred or agreed to confer any pecuniary benefit or other thing of value for the receipt of special treatment, advantaged information, recipient’s decision, opinion, recommendation, vote or any other exercise of discretion concerning this RFP.

## RFP for the Development of an Enhanced Comprehensive Reentry System

Choose one:

My Proposal contains information that is either a trade secret or confidential proprietary information and I have included a written statement signed by an authorized representative identifying those portions or parts of my Proposal and providing contact information.

OR

My Proposal does not contain information that is either a trade secret or confidential proprietary information.

### ATTACHMENTS

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

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

### REQUIREMENTS

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

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

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

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

### **Organization Experience (30 points)**

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

The mission of Reimagine Reentry is to reduce recidivism in Allegheny County by providing opportunities, reducing barriers, and supporting returning citizens in a holistic way. Our work relies heavily on a strengths-based, whole person approach for the formerly incarcerated through reentry coaching, support, and job skill training to address the unique needs of returning citizens after they leave the corrections system. Our operations primarily revolve around our Reentry Coaching Program, the most foundational project of the organization as the Coaches mentor, support, and connect our returning citizen clients to basic needs and help to guide the path they make for themselves. Unlike the traditional model of job placement reentry programs, Reentry Coaches continue to provide the holistic support for returning citizens to support themselves and their families as they face unique barriers following their incarceration. We work with our returning citizen clients for a timeline of three years (this corresponds to the statistic that if someone can stay out of corrections for three years, then the likelihood that they ever go back goes down drastically). Additionally, all reentry clients have access to our Barriers Fund, which is used to assist clients with meeting basic needs. We are currently serving 69 clients in our Reentry Coaching Program. We have served over 179 reentry clients since our inception in 2020 and have maintained a very low recidivism rate, which is currently 7.7%. Our average client is a 38-year-old African American male who is single, temporarily living with a family member or friend, holds a high school diploma or GED, and is unemployed and looking for work. 60% of our clients have been released from state institutions, 23.6% from federal institutions, and 16.4% from Allegheny County Jail.

Reentry Coaches also serve as facilitators of our workforce development program, called the Multi-Craft Core Curriculum Program (MC3). MC3 is certified by TradesFutures, formerly known as North America's Building Trades Unions (NABTU). Our MC3 program, a pre-apprenticeship training program, runs three (3) cohorts per year, for six weeks each, with a training stipend and a host of trainers and topics directly relevant to returning citizens looking for work in the building trades. In addition to this in-house training, Reimagine Reentry also works with a wide array of partners to connect returning citizens to educational opportunities and gainful employment. Thus far, we have had 62 graduates over the course of ten cohorts (68% graduation rate) and have received consistently positive feedback from our clients. We conduct group surveys and record individual testimonials at the end of each cohort and continue to adapt this program based on the feedback we receive.

In addition to these programs, we also offer mental health services to our reentry clients. We are currently coming out of the pilot year of our Mental Health Program and contracted with two licensed therapists to both design this program and offer individual and group therapy sessions to our clients. In addition, this spring we onboarded a Master's level Clinical Intern who was able to provide services for our clients. We initially piloted group sessions through our MC3 Program

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and received great feedback from our clients. We plan to expand the scope of this program this coming fall by hiring a full-time staff Therapist position.

Last April we launched a Hospital-Based Violence Prevention Initiative called CommUnityPeace, which applies a public health approach to prevention of community violence, with a special focus on neighborhood violence involving firearms. Our Violence Prevention Coaches visit victims of violence in the local trauma centers and connect them with services, such as relocation, to ensure their safety and to intervene before any further violence (ie retaliation) can occur. This project is in partnership with Allegheny County Department of Human Services.

Given our programmatic experience and success, we feel prepared to deliver the Job Training and Development and Relationship Building and Maintenance Curriculums in Allegheny County Jail. Our team has a combination of professional training and experience working in the fields of reentry, public health, mental health, and social services, as well as lived experience with incarceration. Our Founder and Executive Director, Richard Garland (MSW) is a returning citizen himself and has an extensive background in reentry and violence prevention work through his previous work as an Assistant Professor of Behavioral and Community Health Sciences and Director of the Violence Prevention Initiative (VPI) at the University of Pittsburgh Graduate School of Public Health. He additionally served as Executive Director of One Vision One Life, a community-based violence prevention organization. Rick Cobbs, our Director of Coaching, has both been directly impacted by incarceration through family members and has over 40 years of experience working in the human services field in Allegheny County, serving returning citizens and their families. He has extensive experience with program development and implementation, mentorship, leadership development, and community organizing. Our Reentry Coaching and Mental Health Program staff additionally have a combined decades of experience in social services and are highly trained to deliver our strengths-based services.

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

Reimagine Reentry has an extensive community network with whom we work very closely. We are aware that we, alone, are unable to fulfill all of our clients needs and rely on a strong network of community organizations to which we can refer our clients. Our Reentry Coaching Team regularly works in conjunction with community partners as these relationships are vital to the success of our clients and overall programming. Because of this, our Reentry Coaching Team hosts regular Community Resource meetings to expand and strengthen this network and bolster our recruiting process. The goal of these meetings is to establish relationships with community partners that are mutually beneficial and to ensure that our values and quality of care align. We place a high priority on referring our clients to resources that exhibit cultural humility and are understanding of our clients' experiences and the unique barriers they face, which is something that we assess during these resource meetings. We have established a number of fantastic partnerships through these meetings, such as the J.A.S.O.N. Project, a legal research nonprofit that helps individuals who cannot afford representation navigate the judicial system for criminal and family court cases. This has been a mutually beneficial partnership as the J.A.S.O.N. Project has referred their clients to our programs and we have also been able to refer our own clients to their legal assistance services.

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In addition to our Community Resource Meetings, our Reentry Coaching Team regularly attends partner events as a way of engaging with our local communities and finding new partners. Our Reentry Coaching Team has attended events such as the Center for Employment Opportunity's (CEO) "Bridge the Gap" Open House, resource fairs held by Pittsburgh Community Services Inc (PCSI), Carnegie Library's Workforce Development Programs, and the annual Allegheny County Anchored Reentry Summits (ACAR). Recently our team was able to present on our Reentry Coaching and MC3 Programs to the Allegheny County Office of the Public Defender and to the pods at the Allegheny County Jail. We now have a strong partnership with the Office of the Public Defender and have begun receiving referrals from them. Our leadership team also recently served on a panel during an event held by the Grantmakers of Western PA called "Building Bridges Through Reentry: Empowering Returning Citizens, Reducing Recidivism and Creating More Inclusive Communities for All."

Additionally, as a program designed by returning citizens for returning citizens, we prioritize hiring staff who have experience with incarceration (either were incarcerated themselves or have a loved one who has been incarcerated) as we recognize the need to be culturally competent and understanding of the population we serve. Several of our staff and three of the four members of our leadership team have experience with incarceration and understand intimately how to work with this population in an effective and dignifying way. Many members of our staff are also from the communities we serve. Being a strengths-based program, we are always asking our clients and community partners for feedback on the program so that we can adapt our strategies to best serve and understand our clients. In addition to focusing on lived experience during the hiring process, we hold regular staff trainings, several of which have been facilitated by the two licensed therapists we previously contracted with for our Mental Health Program. Previous topics covered have been: trauma-informed care, workplace boundaries, and a series on racism and social justice in Pittsburgh.

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

All of our programs at Reimagine Reentry are centered in a strengths-based, trauma-informed approach. We utilize the strengths-based approach, the approach widely used in the field of social work, because it gives clients agency throughout the process of reentry. By centering the clients' own agency, we are able to encourage problem-solving on their end so that they are able to become self-sufficient. This helps to increase self-esteem by promoting personal investment which leads to a greater commitment to goals and outcomes. In addition to this, we also understand that hiring individuals who represent the demographics and lived experience of clients is an important aspect of trauma-informed care. By maintaining a high level of cultural competencies, program staff can positively shape perceptions and speak to the resilience born from experiences of discrimination and disempowerment.

Over the past year, we have worked to center mental health in all of our Reentry Programs. Our mental health team offers individual and group counseling to any interested reentry client at no-cost. The mental health team has worked collaboratively with the Reentry Coaches to incorporate trauma-informed, culturally competent approaches into the reentry programs. We acknowledge that our clients likely experienced trauma before, during, and/or after incarceration, and it is essential to recognize the impact of these experiences on our clients' beliefs of

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themselves and their lives. Our Reentry Coaches embrace an approach we call “compassionate accountability” where they are empathetic to the many obstacles and injustices along the clients’ path while simultaneously challenging clients to see the role they play in the situations they find themselves in and decisions they make. We have extended these practices into our MC3 program, supplementing the established TradesFutures curriculum to apply more holistically and specifically to returning citizens. We teach wellness by bringing in local therapists and life coaches and conduct a weekly support group geared towards the specific needs of each individual cohort. We also reinforce professional soft skills, such as punctuality through our attendance policy, which has received positive feedback from clients. We plan to continue to center mental health discussions in our Reentry Programs, as this is a major issue faced by our clients.

Our model is guided by the core competencies we hold both ourselves and our clients to, including: accountability, active listening, healthy communication emotional maturity, self-reflection, problem solving, decision-making, time management, and self-sufficiency. While we do not expect our clients to have all of these competencies in the beginning, we use them as a measure for whether or not an individual is coachable and willing to be accountable to themselves and their actions. For those who are not coachable, we have a strong community network of referrals to ensure that all individuals receive proper support. Our Coaching Team utilizes a multidisciplinary approach, allowing all Coaches to have knowledge of and interactions with all clients. This helps mitigate issues of trust, as clients may feel more comfortable with certain people, and ensures that there are no lapses in case management in case of any unforeseen circumstances. We additionally utilize a weighted case load system, which has allowed us to better assess each client’s level of need and their level of self-sufficiency.

As with our existing programming, we will be incorporating a trauma-informed, strengths-based, and holistic approach into both curriculums in Allegheny County Jail. The Relationship Building and Maintenance Course, which will be facilitated by our staff therapist alongside one of our Reentry Coaches, combines the modalities of CT-R and Cognitive Behavioral Therapy (CBT). This course will provide a safe space for processing traumatic experiences while also providing individuals with the tools to identify their strengths, reframe identity, and establish goal plans. The Job Training and Development Program will be facilitated by our Reentry Coaches and incorporate a strengths-based, trauma-informed approach guided by our core competencies.

### **Organization Capacity (15 points)**

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

As an organization designed by returning citizens, we place a high priority on lived experience in the hiring process and see lived experience with incarceration as a great asset to our team. Currently, 62% of our staff has lived experience with incarceration, having either been incarcerated themselves or had a loved one who experienced incarceration. While we do not have an express policy regarding the hire of returning citizens, we value lived experience and community connections greatly during the hiring process due to the incredibly valuable knowledge and specific expertise this brings to the table. We also prioritize maintaining a diverse

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staff that is relatable to our client base. We have a diverse staff, with 54% of our staff identifying as African American/Black, 31% as white, and 15% as Biracial.

In terms of retaining our Reentry Coaching staff, we have implemented both a multi-disciplinary model and a weighted caseload system to ensure that the caseloads for staff members remain manageable. With the multi-disciplinary approach, all members of the Coaching Team have knowledge of all clients. This has created a collaborative approach when developing solutions for clients. Additionally, having a weighted caseload system has created more balanced caseloads for each Coach. We also have worked to establish systems of support for our staff by incorporating monthly mental health days for all staff members, a generous PTO policy, and implementing an annual 5% cost of living raise as funding allows.

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

[Click here to enter text.](#)

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

Reimagine Reentry plans on incorporating a multi-faceted approach to ensure that all staff is properly trained in CT-R practices and that we as an organization maintain a strong relationship with the Beck Institute. We plan to begin with an initial training series for all essential staff to learn the basic working principles of CT-R. This training series will mainly be for anyone who regularly encounters clients, including the Reentry Coaching, Mental Health, Administrative Teams, and any contractors who will be working on the Job Training and Development Course. Ideally, this initial training series would be open to the full staff of Reimagine depending on capacity. Following this series, we would establish a regular schedule for case consultations with the Beck Institute and program staff, allowing for guidance and supervision to ensure proper implementation of CT-R. This would likely begin as a weekly reoccurrence, followed by bi-weekly or monthly. We would additionally train specific staff, including our staff Therapist, Clinical Supervisor, and Director of Coaching, to be able to teach the principles of CT-R to new staff. These individuals will also provide internal quality assurance for the implementation of CT-R practices in the proposed curriculum as well as look for strategic ways to incorporate CT-R across Reimagine Reentry programming. As the project progresses, we will maintain open communication with the Beck Institute and work alongside them to design and collect outcome and evaluation measures.

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### **CT-R Course Facilitation (40 points)**

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

1. Provide a clear statement about why your organization is interested in facilitating the CT-R Course and how it aligns with the Proposer's mission or current work. (5 points)  
Click here to enter text.
2. Describe your organizational experience and success in implementing an evidence-informed program, intervention and/or service to model fidelity. (5 points)  
Click here to enter text.
3. Describe your organization's proposed facilitation approach in the ACJ and the community, including suggested locations, schedule and frequency, and engagement strategies for community-based groups (25 points)  
Click here to enter text.
4. Describe your organization's plan to incorporate peers or other credible messengers in your facilitation. (5 points)  
Click here to enter text.

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### **Curriculum-based Programming (50 points)**

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

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

Reimagine Reentry is interested in developing and facilitating curriculum-based programming in Job Training and Development, and Relationship Building and Maintenance. These service areas align closely with our mission to reduce recidivism by providing opportunities, reducing barriers, and supporting returning citizens in a holistic manner.

We recognize that gainful employment is a significant protective factor against recidivism, making it a cornerstone of our current programming. Our MC3 pre-apprenticeship training program is explicitly designed to introduce clients to the construction trades, providing them with the skills and certifications necessary for employment. Complementing this, our Reentry Coaching program focuses on addressing barriers to employment and helping clients secure and retain jobs. Additionally, we understand that strong social supports are crucial for preventing recidivism. Knowing how to build and maintain healthy relationships is essential across all aspects of life, including employment, family, community, intimate relationships, and self-management. All our programs, particularly our Mental Health program and Reentry Coaching by virtue of the core competencies, are designed to foster the skills, knowledge, attitudes, and behaviors necessary for effective relationship building and maintenance.

Thus, the curriculum-based programming outlined in the RFP for Job Training and Development and Relationship Building and Maintenance is a natural fit for Reimagine Reentry. It harmoniously integrates with our mission and existing work, enabling us to further support individuals leaving the ACJ in achieving stability and success in their reentry journey.

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

Workforce development has been central to Reimagine Reentry since its inception, with our foundational programs being MC3 and Reentry Coaching. The Multi-Craft Core Curriculum (MC3), developed by TradesFuture (formerly NABTU), is a national curriculum that our staff is certified to facilitate. To qualify graduates for MC3 certification, the curriculum must be delivered with high fidelity. The curriculum includes workplace health and safety modules such as CPR/AED and OSHA 10 training, extensive math review for union entrance exams, site visits to various construction disciplines, and general knowledge relevant to careers in the building trades.

To date, we have facilitated 10 MC3 cohorts, with 62 graduates entering the workforce and 91.8% securing employment after graduation. The MC3 curriculum also includes elective time for supplemental, adaptive programming relevant to the target audience. During these electives, we incorporate our curriculum addressing employment barriers and promoting whole-person wellness. This supplementary coursework includes resume building, financial literacy, entrepreneurship, journal writing, goal planning, and problem-solving scenarios.

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Upon creating the Mental Health program in March 2023, we infused a wellness framework into our programming, adding modules around self-care, theories of change, and self-reflection to MC3. The supplementary curriculum derives from the core competencies and practices of our Reentry Coaching program, which is evidence-informed, culturally responsive, and multidisciplinary, drawing from principles of social work, public health, sociology, and psychology.

In the mental health field, maintaining fidelity and responsibility is crucial, as outlined by the American Psychological Association's (APA) Ethics Code. Our Mental Health team delivers services using modalities they've been trained in, such as cognitive behavioral therapy (CBT) and dialectical behavioral therapy (DBT). To date, we have conducted three CBT-based support groups and provide recurring individual therapy to several clients. Both CBT and DBT are evidence-based modalities with clearly defined theories and practices, requiring clinical staff to maintain fidelity to these models.

Most professional disciplines have ethical guidelines dictating the boundaries of professional care. At Reimagine Reentry, we integrate knowledge and methods across disciplines while respecting the boundaries between them. Our multidisciplinary approach ensures staff work within their competencies while collaborating across disciplines to provide comprehensive services. With this foundation and our experience, we feel equipped to expand our delivery of high-quality, evidence-informed programming with fidelity, integrity, and ethical conviction.

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

Our approach to the design of the curriculum for both Job Training and Development and Relationship Building and Maintenance is largely informed by the known barriers to reentry, as documented in research literature and understood through our organization's direct experience in working with the reentering population.

Historically, stigma and liability concerns have been the top deterrents for employers in hiring individuals with criminal backgrounds, but in recent years, the narrative has shifted. The COVID-19 pandemic created labor shortages while simultaneously accelerating release rates from incarceration, returning able and willing labor back into the workforce with ample opportunities for gainful employment. <sup>1,2</sup> According to the US Chamber of Commerce, majority of returning citizens are men of prime working age, which is also true for Reimagine Reentry clients. Since the mid-2010's, over 37 states have adopted second-chance hiring practices in the public sectors, with 15 states mandating the same for the private sector. Relaxing policies and increased inclusivity in hiring practices has made the labor market more amenable to returning citizens, reducing some of the long-standing barriers to employment.

In Reimagine Reentry's four years of delivering workforce development programming, we have found that employment retention is a much more difficult outcome to obtain than securing employment. Traditional case management can help clients address barriers to reentry by providing access to services, resources, and opportunities, but that is only one side of the reentry coin. Employment provides day-to-day structure, income, social connections, and even a greater sense of purpose and contribution, all of which can be protective factors against recidivism. However, it does not guarantee sustained individual motivation, commitment, and action. Our Reentry Coaches maintain that assisting clients in finding jobs isn't the issue it once was and that

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plenty of opportunities are available, but their primary focus is on whether clients can keep the jobs they get. Therefore, all our programming, regardless of topic or intended outcome, is guided by our core competencies.

Reimagine Reentry combines traditional case management and service coordination practices with personal development, using real-life situations as teaching opportunities for program staff to help clients identify, develop, and strengthen social and emotional skills that contribute to a sense of individual empowerment and resiliency. This process is strengths-based and collaborative, operating under the assumption that everyone has their own unique set of skills, knowledge, and experiences that can be tapped into and used in finding solutions to the obstacles in their life. Much like how core competencies are used in educational or professional programs, they serve here as a guiding framework that establishes a baseline of essential knowledge, skills, attitudes, and behaviors geared towards achieving successful reentry outcomes. They help us standardize our expectations and service delivery, provide guidance for program and curriculum development, serve as benchmarks for evaluation, and can adapt and evolve alongside new developments, research, and methodologies. The core competencies can be broadly applied across curriculum, making them both dynamic and ubiquitous.

The core competencies are a guiding ladder to more specific or specialized skills important to employment. Our approach for the curriculum starts by exploring skills rooted in the core competencies and are largely applicable to job training, performance, and success. Our curriculum is designed for a six-week cohort, meeting with the class twice per week for one and a half hours per day. The first two weeks will be dedicated to exploring the self, the adaptive mode and individual goals that stem from it. During this time, participants will learn and practice problem-solving and decision-making skills through role-play scenarios. We will use evidence-based problem-solving models, such as the one developed by [David Wood et al., \(1975\)](#) to walk participants through the scenarios. During scenarios, participants will work to understand the problem, contemplate the nature of it and its possible outcomes, and plan a solution. Next, they will imagine executing their plan by defining their actions and then reflect on the effectiveness of their solution.

Scenarios will start broad, exploring everyday life situations, timing and resource allocation, and personal wellness. Cultural competency is an integral aspect of our approach, so each scenario will be relatable to the participants' real lives to enhance the depth of their connection with the curriculum. During the contemplation and planning and stages, we will use the CT-R framework to help them to understand how their decisions are aligned with their adaptive mode and goals. Furthermore, during the reflection stage, we can help them assess and be accountable to the consequences (good, bad, or neutral) of the decisions they make, using the strengths-based lens to encourage growth based on their adaptive mode. The first two weeks are designed to set the stage for a narrowed application of these skills to employment.

In the next three weeks of the curriculum, we will build on the foundation of understanding oneself better by teaching skills important to reaching their employment goals. The following six sessions will focus on resume building, mock interviewing and effective communication, job search techniques and resources, networking, basic computer skills, and financial literacy. Throughout this portion of the curriculum, we will use CT-R to continuously weave the thread of how each skill is directly related to their goals. The final week of programming pulls it all together. Participants will revisit the goals they set for themselves and plan action steps using the skills they learned earlier, ending the course with creating a vision board that captures their overarching goals and vision for their lives.

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Goal setting is an important component of any strengths-based model, as it is found in both Reimagine Reentry's coaching model and CT-R. A strengths-based perspective can be empowering and help people practice agency over their lives by proactively working towards the goals they've set for themselves.<sup>3</sup> Goals are inherently resource-centric because their achievement relies on the access and effective use of material, financial, human, time, and informational resources. Our curriculum is designed to, first, increase client awareness and access to resources, followed by collaboration on how newly established resources can be used in action to meet goals.

In the case of our Relationship Building and Maintenance curriculum, we combine psychoeducational content specific to important interpersonal skills with processing, or psychotherapy, about how skills can be put into action and aid in achieving relationship goals. The combination of psychoeducation and processing is designed to develop group members' cognitive, affective, and behavioral skills. The curriculum focuses on mental health issues or informational deficits using skill-building exercises and interventions. Processing will occur as group members work through the skill-building exercises and curriculum, using psychotherapeutic practices to remediate psychological and/or interpersonal issues affecting participants' relationships. Both the psychoeducational and processing elements of this curriculum are a necessary part of self-reflection and development on an individual and group level. The theoretical design of the curriculum is based on CBT practices, so it will be easy to incorporate CT-R principles when working with the Beck Institute.

The curriculum will span six weeks and cover a variety of subjects. The first week will establish ground rules for the group and cover matters of confidentiality and disclosure. Participants will do ice breakers and complete a body scan to orient themselves in their emotions. Moving into the second week, participants will be introduced to the cognitive model of therapy as a foundation for exploring the adaptive mode with a focus on identifying individual strengths and positive attributes. In the third, fourth, and fifth weeks, participants will learn and practice skills related to coping strategies, communication skills, and boundaries. These skills are crucial for building and maintaining relationships as they help manage stress, anger and other difficult emotions, facilitate clear understanding, and ensure mutual respect and personal space. The final week of the group is dedicated to exploring goals and establishing how new routines can become habits that aid in achieving those goals.

The Relationship Building and Maintenance and Job Training and Development curriculums are building blocks of Reimagine Reentry's programmatic goal of promoting self-sufficiency. Our programs, rooted in core competencies, are intentional in equipping clients with the knowledge and tools needed to succeed independently, avoiding dynamics of dependency. Aligned with the strengths-based principle that changing future behaviors reflects responsibility for past actions, we encourage individual problem-solving and collaborative strategies that foster capacity building, asset creation, and motivation. This approach aims to enhance individual empowerment and accountability, driving positive actions and outcomes like preventing recidivism.

As part of goal setting at the end of each program, facilitators will help participants identify relevant community-based programming that aid in their ability to achieve their goals. Reimagine Reentry staff are well-connected and well-resourced, so programming will include relevant services, contacts, and agencies that are useful for participants' continued success in the community. Participants will be encouraged to record this information in the journal provided to them at the start of programming and incorporate community-based resources into their action

## **RFP for the Development of an Enhanced Comprehensive Reentry System**

plans. Furthermore, all participants will be welcome to apply for Reimagine Reentry programming following their release in which they can continue to receive our full breadth of services in the community.

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

The Job Training and Development curriculum will be conducted bi-weekly for six consecutive weeks. There will be two staff facilitators present for each course, with a subcontracted trainer presenting on the topic of financial literacy. Staff facilitators will be prepared to substitute if the subcontracted trainer is absent, using the same intended materials. The course will include a mix of presentations, worksheets, group activities and discussions, and individual creative work, supported by the facilitators. Participants will be orientated at the start of the group and given the program's schedule, guidelines, expectations, and goals.

Given the therapeutic nature and design of the Relationship Building and Maintenance curriculum, our staff therapist will serve as the lead facilitator across all group sessions. A Reentry Coach will co-facilitate each group alongside the therapist, and the gender of the Reentry Coach will match the group's gender. Sessions will run in a closed group on a fixed cycle of six weeks, with a one and a half hour long session occurring each week. Groups can accommodate 15-20 people but require a minimum of eight to have effect conversation. Facilitators will drive conversations based on the curriculum but will work collaboratively with participants to create a productive and growth-oriented environment. Facilitators will lay ground rules focusing on safety and respect, while allowing group members to work together to establish additional rules and boundaries for effective learning and conversation.

We plan to conduct concurrent groups for each service area, depending on internal ACJ scheduling, with the goal of serving the target number of people proposed in the RFP. The groups will be offered year around and the responsibility shared across Reentry and Mental Health program staff. Each group, whether Job Training and Development or Relationship Building and Maintenance, will always have two facilitators present. At least one of the facilitator's genders will match the gender of the group. Alternative, on-call facilitators will be established in the event of an unplanned or unexpected absence of one the scheduled facilitators to ensure there is no lapse in services. Ideally, the facilitators are the same for each session in the group cohort to promote consistency and build rapport.

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

The intended outcomes for both the Job Training and Development and the Relationship Building and Maintenance programming focus on the development of curriculum-specific knowledge and skills. During the Job Training and Development program, we aim to help participants strengthen soft and hard skills related to searching, applying, and interviewing for jobs, practice problem-solving and communication skills, and increase knowledge around matters of personal finance, career development, and goal planning. During the Relationship Building and Maintenance programming, we aim to increase participants' awareness of their personal boundaries and emotions, help them learn and implement multiple coping strategies for daily stressors, and learn and demonstrate a variety of communication skills. Success in these

## RFP for the Development of an Enhanced Comprehensive Reentry System

areas will be measured by conducting pre- and post-program surveys. At the start of the program, participants will rate their knowledge on each topic using a Likert scale and set personal goals for their participation. At the program's conclusion, participants will take inventory of their knowledge and evaluate their goal achievement, again, using a Likert scale. Questions will be developed to directly reflect topics covered in curriculum and observed changes in pre- and post-scores will be analyzed using descriptive statistics.

Qualitatively, facilitator observations of group dynamics and participant feedback are important to ensuring quality and impactful program delivery. On a group level, the program's success will be evident when facilitators spend less time leading discussions as the course progresses, when participants demonstrate openness and respect for each other's opinions and boundaries, and when participants complete weekly activities independently with minimal intervention. Qualitative observations will be discussed internally among staff and during CT-R consultations to evaluate program effectiveness and inform any modifications to programming or implementation. Participants will also identify additional needs and complete a satisfaction survey regarding the curriculum and facilitators including Likert scale and open-ended questions. Both quantitative and qualitative measures will ensure that our programming meets its intended outcomes effectively.

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

Our proposed programming for Job Training and Development is grounded in a comprehensive understanding of the current research and evidence base. Established research consistently shows a negative correlation between employment and crime, suggesting that increased employment opportunities can lead to reduced criminal activity. However, findings regarding the relationship between employment and recidivism are more varied. Evaluations of post-release employment programs often show a negative correlation with recidivism, but the variability in program design, duration, and delivery methods across studies complicates the ability to draw definitive conclusions about their overall impact.<sup>4</sup>

A notable example of this is a 2016 observational longitudinal study from the [Prison Project](#) in the Netherlands by Ramakers and colleagues. This study sought to measure the effect of employment status and characteristics on recidivism risk among reentrants. While initial bivariate analyses indicated that unemployed reentrants were more likely to recidivate than their employed peers, multivariate analysis controlling for 36 confounding variables revealed no apparent effect of employment on recidivism.<sup>5</sup> This finding underscores the challenges of isolating employment as a determinant factor in recidivism, highlighting the influence of numerous intersecting variables, including but not limited to demographics, educational attainment and employment history, presence of mental health and/or substance use disorder, and access to reliable transportation.

Considering these complexities, our approach acknowledges that while employment is crucial for successful reentry, it cannot be the sole focus. The multi-level impact of incarceration on individuals, families, communities, and institutions demands a comprehensive, multi-modal intervention strategy. This approach is informed by our extensive experience working with returning citizens, recognizing that addressing systemic and overlapping barriers is essential for reducing recidivism. By combining focused training with broader supportive measures and

## RFP for the Development of an Enhanced Comprehensive Reentry System

mechanisms of personal development, our programming aims to enhance reentry success beyond what employment alone can achieve.

It is also important to understand the complex impact that incarceration has on families and relationships. Incarceration can create financial strains and emotional suffering felt by the whole family unit.<sup>6,7</sup> Emotional or mental health challenges often manifest among partners and children, destabilizing relationships and weakening family dynamics.<sup>7,8</sup> Communication during incarceration is infrequent, costly, and surveilled, compromising the ability to have consistent and high quality conversations.<sup>8</sup> Jail incarceration is usually sudden and indefinite, giving less opportunity to prepare for changes and adding uncertainty about how long circumstances will need to be endured.<sup>9</sup>

Incarceration creates liminality; individuals are simultaneously members of and isolated from their families, preventing them from fulfilling their roles within them.<sup>8,9</sup> Stressors felt by family members act as selective pressures, forcing a shift in values and prioritizes reflective of changed roles and responsibilities. In intimate partner relationships, the absence of a partner due to incarceration can foster a sense of independence and reprioritization, often prompting a reevaluation of the relationship as a whole.<sup>9</sup>

The strength of family relationships can act as a stable foundation during the reentry process, but weakened relationships can have the opposite effect.<sup>10</sup> Incarceration also has the potential to act a catalyst for positive change in relationships, prompting commitment to healthier behaviors and renewing a sense of hope.<sup>9</sup> It is vital that returning citizens are equipped with the tools required to navigate strained relationships, make necessary repairs, and realign their goals and values with loved ones. Research suggests that the use of anger management, parenting, or life skills classes can have a positive impact on relationships following release.<sup>10</sup> Understanding this, our curriculum is designed to help people identify and manage their emotions, learn effective modes of communication, and practice the healthy expression of their needs while also recognizing and respecting those of others.

Our proposed Relationship Building and Maintenance programming is grounded in evidence demonstrating the efficacy of group cognitive-behavioral therapy (CBT) for addressing the psychological and emotional challenges faced by incarcerated individuals. Research shows that group CBT effectively reduces depressive symptoms and substance use, with sustained improvements over time. It has proven effective for various disorders, including depression, panic disorder, and generalized anxiety disorder, while also being cost-effective and less stigmatizing.<sup>11,12,13</sup>

Our curriculum integrates psychoeducation and psychotherapy, organized into structured weekly sessions on emotional awareness, coping strategies, communication skills, and boundary setting. The development of these skills can help strengthening integral relationships, which is known to have lasting positive impacts among returning citizens and often deter future incidents of crime.<sup>14</sup> Practical exercises and worksheets reinforce learning and encourage skill application in real-life scenarios. By setting SMART goals and developing maintenance plans, participants can ensure new behaviors become habitual, supporting long-term positive outcomes beyond the program's duration.<sup>15</sup>

We will use a mix of quantitative and qualitative measures to evaluate our programming, ensuring that we can adapt and refine our approach based on participant feedback and outcome data. This evidence-based, comprehensive strategy positions our programming to achieve the intended outcomes of reducing recidivism and supporting sustainable reentry for returning citizens.

## **RFP for the Development of an Enhanced Comprehensive Reentry System**

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

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

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

Click here to enter text.

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

Click here to enter text.

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

Click here to enter text.

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

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

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

We are requesting \$400,000 per year to be able to run Curriculum-Based Programs for both Job Training and Development and Relationship Building and Maintenance. The attached budget has been broken down into costs associated with each curriculum and administrative costs. The administrative breakdown includes \$18,000 to cover the cost of professional insurance policies and an administrative fee (\$35,500) to support administrative salaries for the existing positions of Financial & Administrative Manager and Grants & Project Manager, as well as other costs associated with the administration of this project.

#### *Job Training and Development Curriculum:*

We are requesting a total of \$263,200 per year to carry out the Job Training and Development Curriculum. In order to support this program, we are requesting salary support for three Reentry Coaches at \$60,000 per salary and a total of \$54,000 to support fringe costs, which are estimated at 30%. The position of Reentry Coach is the most foundational position at Reimagine Reentry and is responsible for case management, connecting clients with services and employment opportunities, facilitating our Multi-Craft Core Curriculum (MC3), intake, and recruitment. This position reports directly to the Director of Coaching. Under this RFP, our Reentry Coaches will

## **RFP for the Development of an Enhanced Comprehensive Reentry System**

additionally serve as the facilitators for the Job Training Development Curriculum and will serve as co-facilitators of the Relationship Building and Maintenance Curriculum.

We have budgeted \$9,000 per year for Contractors who will present on the topic of financial literacy. Maurice Smith will be contracted to present on the topic of financial literacy, with the cost associated being \$200 per group. We are additionally contracting with a mental health professional, Dr. Devin L. Patterson, PsyD, who will be assisting with the implementation of CT-R in the Job Training and Development Curriculum. The cost associated with this contract is \$110 per hour.

Technological equipment, subscriptions, and licenses are included in the budget for this curriculum. We have budgeted \$3,300 for technological equipment, which includes the purchase of laptops and phones for each Reentry Coach. The technology subscriptions and licenses line item (\$4,400) includes subscriptions for Microsoft 365 and Salesforce CRM.

We have additionally budgeted \$8,000 to cover the cost of printing and supplies associated with this curriculum, including the purchase of journals and vision board materials. An additional \$4,500 is included in the budget to cover costs associated with travel and parking.

### *Relationship Building and Maintenance Curriculum:*

We are requesting \$83,300 per year to implement the Relationship Building and Maintenance Curriculum. In order to support this program, we are requesting \$60,000 in salary support for the full-time therapist position and an additional \$18,000 to cover fringe costs (estimated at 30%). This position will be leading the facilitation of this curriculum with the help of a Reentry Coach. This position is responsible for providing individual and group therapy services to all of our reentry clients and assists with program development to ensure that all programming is centered around mental health and trauma-informed care. This position will report to the Director of Data & Evaluation and receive supervision from licensed therapist Dr. Devin L. Patterson, PsyD.

For technological equipment, including a laptop and phone, we have budgeted \$1,100. An additional \$1,500 is budgeted to cover the costs of necessary subscriptions, including Microsoft 365, Salesforce CRM, and SimplePractice

The other costs associated with this curriculum are printing, budgeted at \$200 per year, and travel/parking, budgeted at \$2,500.

**Reimagine Reentry, Inc.**  
**Job Training and Development Curriculum (Sample)**

**Week 1 – Orientation**

- **Session 1:** *Overview, Expectations, & Intros* – Facilitators will introduce the curriculum by reviewing the schedule, policies, and expectations for the program, provide an overview of the material, do ice breakers and introductions, and introduce journal writing and note-taking as an essential skill both in class and in life. Facilitators will also conduct pre-program surveys and help participants set goals for the program.
- **Session 2:** *Core Competencies* – Participants will be introduced to Reimagine Reentry’s Core Competencies and discuss their meaning and applicability to their lives. Participants will work through role play scenarios and skits as a group, using problem-solving processes to make informed decisions. Core competencies will be emphasized during this process.

**Week 2 – Road to Self-Discovery**

- **Session 3:** *Exploring the Adaptive Mode* – Starting with a recap from Week 1, participants will briefly reflect on what was learned before being introduced to the CT-R concept of the “adaptive mode”. Participants will also explore concepts of the self, specifically, self-esteem, self-confidence, self-worth.
- **Session 4:** *Personal and Professional Development Exploration* – Facilitators will assist participants in conceptualizing their potential by helping them consider and assess how their adaptive mode can play into their employment goals. Participants will assess their own strengths and explore how they can use them to shape their lives, developing a vision for their careers and beginning to explore the steps needed to get there.

**Week 3 – Skills for Success**

- **Session 5:** *Financial Empowerment* – Lead by a subcontracted trainer, facilitators will give an overview of essential financial tools and knowledge such as how to open a bank account, how to build credit, understanding different types of credit, the importance of saving, investing basics, and personal budgeting. Participants will be asked to reflect and explore their mindset around money and promote their own financial responsibility and independence, pulling in reflections from the first two weeks.
- **Session 6:** *Digital Literacy* – In preparation for entering the workforce, participants will learn essential skills required for applying for jobs. Topics of focus will include creating and using an email account, effective internet browser prompts, and navigating the web and understanding source reliability/credibility, and basics of Microsoft Word. However, depending on the baseline of each class, other topics may be covered such as basics of PowerPoint and/or Excel on a case-by-case basis.



## Week 4 – Career Kickstarter

- **Session 7: *Resume Workshop and Job Searching*** – Participants will work directly with facilitators to fill out a resume building worksheet, highlighting their relevant work experience, education, and skills. Participants will learn the basic anatomy and formatting of resumes. Facilitators will also give an overview of keyword job searching to be used on major employment boards like LinkedIn. If participants feel they need additional experience or skills, they can begin to explore supplementary training options.
- **Session 8: *Effective Communication and Interview Etiquette*** – In preparation for interviews, participants will learn about and practice effective communication skills, such as the use of “I” statements, active listening techniques, and giving and receiving constructive feedback. Facilitators will also provide an overview of basic interview etiquette like doing research, asking questions, and being mindful of body language.

## Week 5 – Impressing at Interviews and Beyond

- **Session 9: *Mock Interviews*** – Participants will put their communication skills to the test in role-play mock interviews with their peers. Facilitators will first demonstrate a mock interview for the class, having participants observe, assess, and share their thoughts on how the interview went and what could be improved. They will then practice among themselves, taking turns as the interviewer and interviewee, giving feedback to each other during the process. Facilitators will move through the class and observe, providing insight and mediation as needed.
- **Session 10: *Networking and Effective Use of Resources*** - Participants will learn the value of networking, both professionally and personally, as a tool for advancement. Participants will discuss some of the barriers they may face and discuss how developing their systems of support as a smart investment for the future success.

## Week 6 – Envisioning the Future and Moving Forward

- **Session 11: *Goal Planning*** – In the final week of class, participants will revisit discussions from earlier weeks and begin to develop individual SMART goal plans. Goals will focus on employment but be grounded in larger personal goals as discovered through the adaptive mode. Once goals are established, participants will work with facilitators to define tangible action steps, highlighting the use of newly acquired or strengthened skills, resources, and insights. Participants will be encouraged to problem-solve as they think through potential barriers or setbacks, developing solutions based on their strengths, abilities, and values.
- **Session 12: *Vision Boards*** – In the final class, participants will engage in some creative and reflective work by creating a vision board based on their goals. Participants must include aspects of their career goals, but it can be part of a larger vision for themselves and their lives. Facilitators will use CT-R techniques throughout to inquire and prompt articulation about participants’ visions, engaging the adaptive mode.



**Reimagine Reentry, Inc.**  
**Relationship Building and Maintenance (Sample)**  
Prepared by Akira Kirkpatrick, Clinical Intern

**Week 1 – Introduction/Orientation, Ice Breakers + Body Scanning**

- This session will commence with disclosure/confidentiality statements and group rules. Members will then participate in an ice breaker game (Who Am I? -members and group leader will give their first name along with a positive trait they have the starts with the same letter - e.g. Adaptable Akira). The group leader(s) will distribute body scan printouts and have the members take a few moments to draw where they feel a series of emotions in their body (i.e. fear, happiness, stress, anger, sadness, disgust). Everyone will share their primary feeling in the moment, rate it on a scale from 1-10, then be led through a progressive muscle relaxation exercise where, afterwards, they will rate their feeling on a scale from 1-10 again.

**Week 2 – Adaptive Modes (What Is This & Why Is It Important?) & The Cognitive Model + Practice**

- Session will begin with psychoeducation on the cognitive model of therapy with worksheets the members can follow along with. The group leader(s) and group members will then go through negative thought replacement practice exercises together, challenging negative beliefs with positive thoughts. Leader(s) will use this as a segway into what an adaptive mode is (negative thoughts and modes of self vs. positive and adaptive modes of self). The group leader(s) will distribute another body scan sheet and have members take a few minutes to write down their strengths and positive attributes.

**Week 3 – How Do You Cope? (Examining Current Ways of Coping and Discussing Healthy Strategies)**

- Group leader(s) will briefly discuss what coping strategies are (i.e. the five different types of coping). Group leader(s) will then pass out a Healthy vs Unhealthy Coping strategies worksheet to members. We will walk through it together as a group then we will go around the room and each member will discuss their own healthily and unhealthy coping strategies (also trying in how these strategies fit into adaptive mode of self – or if they do not fit and how to change this).

**Week 4 – Communication Breakdown (Effective Communication Skills)**

- Group leader(s) will hand out worksheets for: “I” Statements, Reflections, Active Listening, Passive/Aggressive/Assertive Communication, and Soft Start-Ups. The group will walk through each worksheet together and practice the statements altogether. Members will then partner up and practice utilizing skills to resolve conflict (described by prompt from group leader). Group leader(s) will discuss group ending and termination with members.



## **Week 5 – Boundaries (Knowing Them, Stating Them, and Holding Them Firm + Activity n Loose vs. Firm vs. Rigid)**

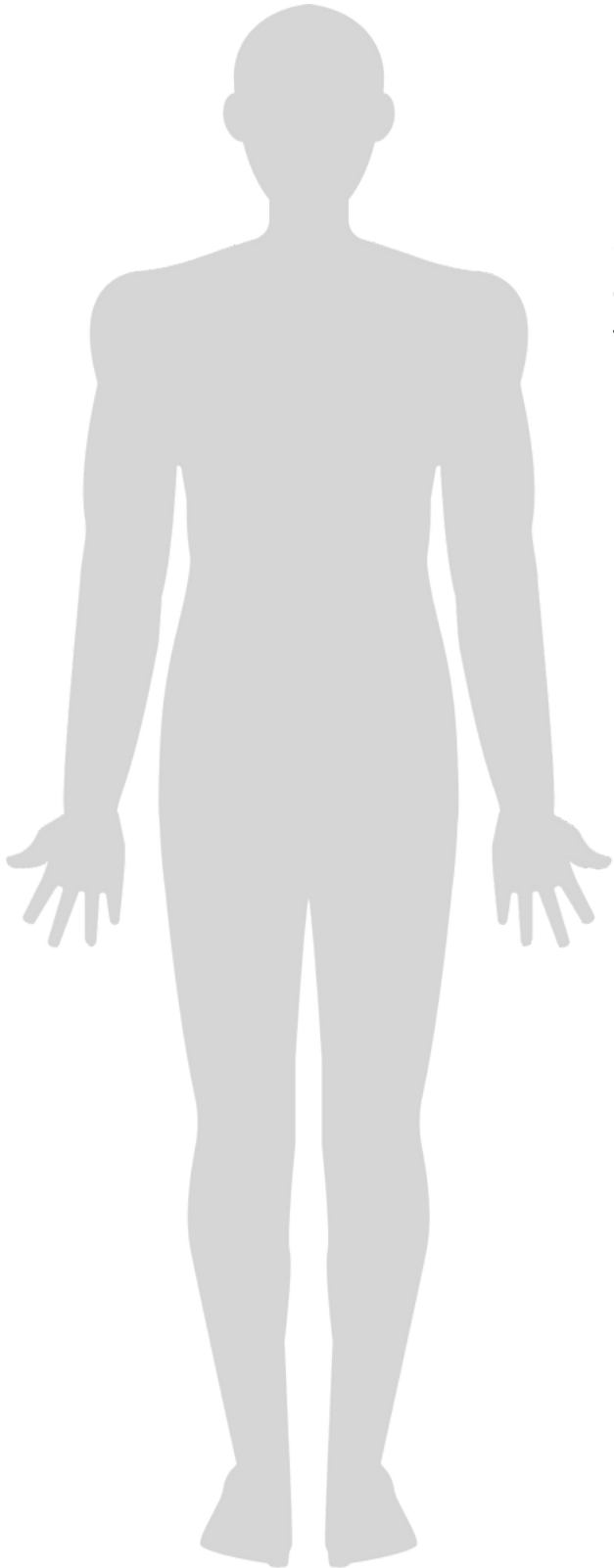
- Group leader(s) will talk to members about boundaries walking through worksheet with them about healthy/firm, rigid, and porous/loose boundaries as well as the different types of boundaries there are. Group leader(s) will then have each person make paper (brochure style so there are three panels) of what their boundaries look like when they are loose/porous, healthy/firm, and rigid. Group will then share, reflect, and discuss. Group will also discuss termination again.

## **Week 6 – Goal Setting and Maintenance + Termination/Goodbyes**

- Group leader(s) will talk about SMART goals, how new routines (like our new coping strategies or goal behaviors) can become habits with practice. I will then give each member a goal breakdown worksheet, habit tip sheet and maintenance plan worksheet. Members will have 10 minutes to complete with their maintenance worksheet. We will share and reflect. Leader(s) will walk the group through a visualization exercise where they will imagine their life one month after release. Leader(s) will spend five minutes having members visualize down to the smallest details before letting them fill out their goal worksheets. Group will discuss and reflect on time together, then say goodbyes.



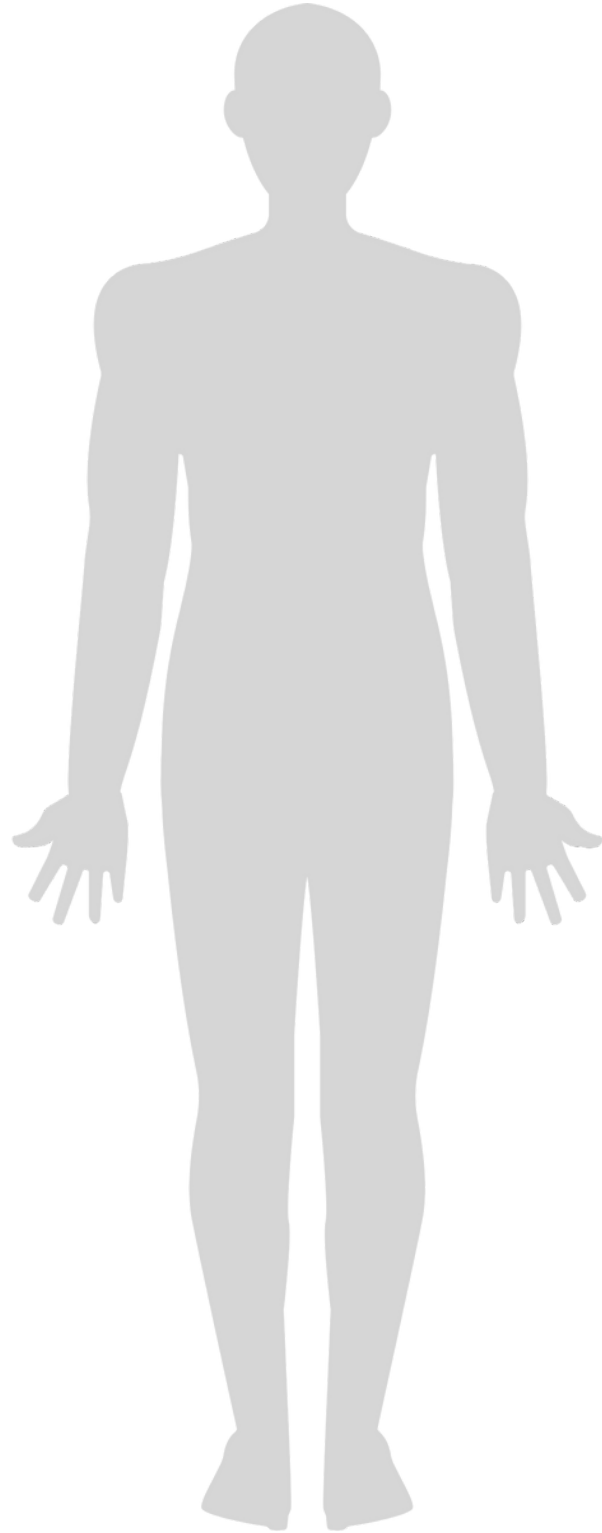
# WHERE ARE YOUR FEELINGS?



Choose a color for each of your primary emotions (listed below) and color in where you feel it in your body.

- Joy
- Trust
- Fear
- Surprise
- Sadness
- Disgust
- Anger
- Anticipation

# **WHAT IS YOUR ADAPTIVE MODE?**



# HOW DO YOU COPE?

## The Five Types of Coping Strategies

### Problem-Focused Strategies

These directly address the source of the distress, either through action of goal-setting.

### Emotion-Focused Strategies

These involve “letting out” and processing feelings through dialogue, meditation, or activities.

### Seeking/ Understanding Strategies

These compel the individual to find meaning in or a greater understanding of the stress source.

### Help-Seeking Strategies

These included calling a friend to vent about a problem, asking a trusted family member for advice, or seeking out professional treatment or guidance.

### Problem-Avoidance

This is essentially “burying one’s head in the sand”--physically and mentally ignoring the problem in the hope that it will go away.

Source: <https://meetmonarch.com/faq/coping-skills/what-are-the-5-types-of-coping-skills>

**POROUS**

**HEALTHY**

**RIGID**



# SMART GOALS

A method for setting clear, achievable, and trackable objectives.

The acronym SMART stands for five key qualities that goals should have:

**S**

**SPECIFIC** - Clearly define what you need to accomplish.

**M**

**MEASURABLE** - Ensure there is evidence that can be tracked to monitor progress.

**A**

**ACHIEVABLE** - Make sure the goal is realistic and possible to complete within the set time frame. Consider if you have resources to achieve it.

**R**

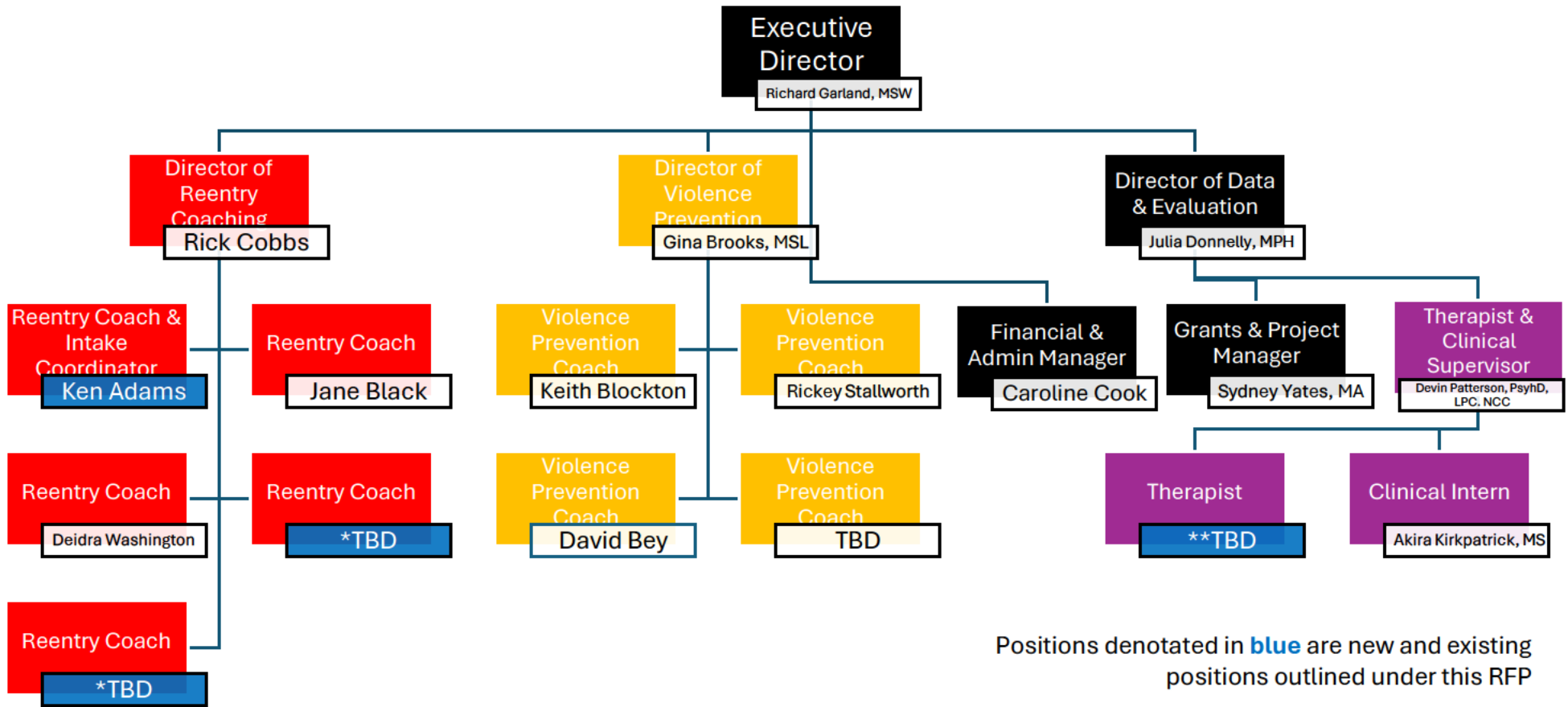
**RELEVANT** - Ensure the goal aligns with your values and long-term goals. Consider why you're setting the goals and how it will improve your life.

**T**

**TIME-BOUND** - Know exactly when you'll have reached your goal and stick to a firm schedule.

# Reimagine Reentry – Staffing Strategy

Allegheny County DHS RFP: Development of an Enhanced Comprehensive Reentry System



Positions denoted in **blue** are new and existing positions outlined under this RFP

\*\* candidate has been identified but still needs to be hired

\*candidate needs to be identified and hired

This model contains 4 programs (Reentry Coaching, MC3, CommUnityPeace, Mental Health) under one, cohesive organization at Reimagine Reentry, Inc.

**Reimagine Reentry – Staffing Strategy**

Allegheny County DHS RFP: Development of an Enhanced Comprehensive Reentry System

<b>Department</b>	Leadership
<b>Reporting To</b>	Executive Director
<b>Objective</b>	Set strategic objectives, align teams with those goals and support employee performance

<b>Staffing</b>	<b>Roles &amp; Responsibilities</b>	<b>Position Filled (Y/N)</b>	<b>Recruitment Strategy</b>	<b>Learning &amp; Development</b>	<b>Budget &amp; Resource Allocation</b>
Director of Violence Prevention	Oversees Violence Prevention program and its Coaches	Y	N/A	Ongoing leadership trainings, attending networking and resource events	\$90,825 per year
Director of Coaching	Oversees Reentry Coaching & MC3 programs and its Coaches	Y	N/A	Ongoing leadership trainings, attending networking and resource events	\$70,875 per year
Director of Data & Evaluation	Oversees information & data systems and processes; manages Mental Health program & organizational development projects	Y	N/A	Ongoing leadership trainings, attending networking and resource events	\$70,875 per year

**Reimagine Reentry – Staffing Strategy**

Allegheny County DHS RFP: Development of an Enhanced Comprehensive Reentry System

<b>Department</b>	Administration
<b>Reporting To</b>	Executive Director; Director of Data & Evaluation
<b>Objective</b>	Maintain order by facilitating communication, optimizing resources, and supporting various operational aspects of an organization

<b>Staffing</b>	<b>Roles &amp; Responsibilities</b>	<b>Position Filled (Y/N)</b>	<b>Recruitment Strategy</b>	<b>Learning &amp; Development</b>	<b>Budget &amp; Resource Allocation</b>
Financial & Administrative Manager	Manages organizational budgeting, finances, purchasing & contracts	Y	N/A	Ongoing administrative skills trainings	\$70,875 per year
Grants & Project Manager	Manages grants processes; manages communication platforms and other developmental projects	Y	N/A	Ongoing administrative skills trainings, Salesforce CRM trainings	\$63,000 per year

**Reimagine Reentry – Staffing Strategy**

Allegheny County DHS RFP: Development of an Enhanced Comprehensive Reentry System

<b>Department</b>	<b>Reentry Coaching</b>
<b>Reporting To</b>	Director of Coaching
<b>Objective</b>	Deliver reentry coaching services and MC3 course to clients

<b>Staffing</b>	<b>Roles &amp; Responsibilities</b>	<b>Position Filled (Y/N)</b>	<b>Recruitment Strategy</b>	<b>Learning &amp; Development</b>	<b>Budget &amp; Resource Allocation</b>
Reentry Coach & Intake Coordinator	Work directly with returning citizens and oversee intake process; facilitate MC3	Y	N/A	Regular workshops on CBIs, attending networking and resource events	\$60,000 per year
Reentry Coach	Work directly with returning citizens and assist in intake process; facilitate MC3	Y	N/A	Regular workshops on CBIs, attending networking and resource events	\$55,000 per year
Reentry Coach (contract)	Work directly with returning citizens and assist in intake process; facilitate MC3	Y	N/A	Regular workshops on CBIs, attending networking and resource events	\$45,000 per year (~30 hrs/week)
Reentry Coach	Work directly with returning citizens and assist in intake process; facilitate MC3	N	Job posting on website & LinkedIn, blast email to community network	Regular workshops on CBIs, attending networking and resource events	\$50k-\$60k per year
Reentry Coach	Work directly with returning citizens and assist in intake process; facilitate MC3	N	Job posting on website & LinkedIn, blast email to community network	Regular workshops on CBIs, attending networking and resource events	\$50k-\$60k per year

\*\* highlighted in blue are positions to be funded by this RFP

**Reimagine Reentry – Staffing Strategy**

Allegheny County DHS RFP: Development of an Enhanced Comprehensive Reentry System

<b>Department</b>	Mental Health
<b>Reporting To</b>	Director of Data & Evaluation
<b>Objective</b>	Deliver mental health services to Reentry Coaching clients

Staffing	Roles & Responsibilities	Position Filled (Y/N)	Recruitment Strategy	Learning & Development	Budget & Resource Allocation
Therapist & Clinical Supervisor (contract)	Provide direct mental health services to clients and clinical supervision to pre-licensure staff; consult on development of MH program	Y	N/A	Continuing education as governed by licensing and insurance bodies	\$110/hour (~\$4800 per year)
Therapist	Provide direct mental health services to clients, assist in development of MH program	N	Hire clinical intern	Clinical supervision, relevant therapeutic modality trainings, attending networking and resource events	\$60,000 per year
Clinical Intern (part-time)	Provide direct mental health services to clients	Y	N/A	Clinical supervision	\$1,500 stipend

\*\* highlighted in blue are positions to be funded by this RFP

**Reimagine Reentry – Staffing Strategy**

Allegheny County DHS RFP: Development of an Enhanced Comprehensive Reentry System

<b>Department</b>	Violence Prevention (CommUnityPeace HVIP)
<b>Reporting To</b>	Director of Violence Prevention
<b>Objective</b>	Deliver hospital-based violence prevention services to clients

Staffing	Roles & Responsibilities	Position Filled (Y/N)	Recruitment Strategy	Learning & Development	Budget & Resource Allocation
Violence Prevention Coach	Work directly with victims of physical violence in major trauma units	Y	N/A	Regular workshops on HVIP strategies (i.e. HAVI), attending networking and resource events	\$50,000 per year
Violence Prevention Coach	Work directly with victims of physical violence in major trauma units	Y	N/A	Regular workshops on HVIP strategies (i.e. HAVI), attending networking and resource events	\$50,000 per year
Violence Prevention Coach	Work directly with victims of physical violence in major trauma units	Y	N/A	Regular workshops on HVIP strategies (i.e. HAVI), attending networking and resource events	\$50,000 per year
Violence Prevention Coach	Work directly with victims of physical violence in major trauma units	N	Job posting on website & LinkedIn	Regular workshops on HVIP strategies (i.e. HAVI), attending networking and resource events	\$45k-\$50k per year



Curriculum-Based Programming Budget	
Job Training and Development	
Expense & Accounting Code	Amount
Reentry Coach 1 (5100)	\$ 60,000.00
Reentry Coach 2 (5100)	\$ 60,000.00
Reentry Coach 3 (5100)	\$ 60,000.00
Fringe Costs (5200)	\$ 54,000.00
Contractors (6160)	\$ 9,000.00
Tech equipment (6330)	\$ 3,300.00
Tech Subscriptions & Licenses (6340, 6370)	\$ 4,400.00
Printing & Supplies (6310, 6315)	\$ 8,000.00
Travel & Parking (6770)	\$ 4,500.00
TOTAL	\$ 263,200.00
Relationship Building & Maintenance	
Therapist (5100)	\$ 60,000.00
Fringe Costs (5200)	\$ 18,000.00
Tech equipment (6330)	\$ 1,100.00
Tech Subscriptions & Licenses (6340, 6370)	\$ 1,500.00
Printing & Supplies (6310, 6315)	\$ 200.00
Travel & Parking (6770)	\$ 2,500.00
TOTAL	\$ 83,300.00
Administrative Costs	
Insurance (6380)	\$ 18,000.00
Administrative Fee (9010)	\$ 35,500.00
TOTAL Request Amount	\$ 400,000.00

*Budget Narrative:*

We are requesting \$400,000 per year to be able to run Curriculum-Based Programs for both Job Training and Development and Relationship Building and Maintenance. The attached budget has been broken down into costs associated with each curriculum and administrative costs. The administrative breakdown includes \$18,000 to cover the cost of professional insurance policies and an administrative fee (\$35,500) to support administrative salaries for the existing positions of Financial & Administrative Manager and

Grants & Project Manager, as well as other costs associated with the administration of this project.

*Job Training and Development Curriculum:*

We are requesting a total of \$263,200 per year to carry out the Job Training and Development Curriculum. In order to support this program, we are requesting salary support for three Reentry Coaches at \$60,000 per salary and a total of \$54,000 to support fringe costs, which are estimated at 30%. The position of Reentry Coach is the most foundational position at Reimagine Reentry and is responsible for case management, connecting clients with services and employment opportunities, facilitating our Multi-Craft Core Curriculum (MC3), intake, and recruitment. This position reports directly to the Director of Coaching. Under this RFP, our Reentry Coaches will additionally serve as the facilitators for the Job Training and Development Curriculum and will serve as co-facilitators of the Relationship Building and Maintenance Curriculum.

We have budgeted \$9,000 per year for Contractors who will present on the topic of financial literacy. Maurice Smith will be contracted to present on the topic of financial literacy, with the cost associated being \$200 per group. We are additionally contracting with a mental health professional, Dr. Devin L. Patterson, PsyD, who will be assisting with the implementation of CT-R in the Job Training and Development Curriculum. The cost associated with this contract is \$110 per hour.

Technological equipment, subscriptions, and licenses are included in the budget for this curriculum. We have budgeted \$3,300 for technological equipment, which includes the purchase of laptops and phones for each Reentry Coach. The technology subscriptions and licenses line item (\$4,400) includes subscriptions for Microsoft 365 and Salesforce CRM.

We have additionally budgeted \$8,000 to cover the cost of printing and supplies associated with this curriculum, including the purchase of journals and vision board materials. An additional \$4,500 is included in the budget to cover costs associated with travel and parking.

*Relationship Building and Maintenance Curriculum:*

We are requesting \$83,300 per year to implement the Relationship Building and Maintenance Curriculum. In order to support this program, we are requesting \$60,000 in salary support for the full-time therapist position and an additional \$18,000 to cover fringe costs (estimated at 30%). This position will be leading the facilitation of this curriculum with the help of a Reentry Coach. This position is responsible for providing individual and group therapy services to all of our reentry clients and assists with program development to ensure that all programming is centered around mental health and trauma-informed care.

This position will report to the Director of Data & Evaluation and receive supervision from licensed therapist Dr. Devin L. Patterson, PsyD.

For technological equipment, including a laptop and phone, we have budgeted \$1,100. An additional \$1,500 is budgeted to cover the costs of necessary subscriptions, including Microsoft 365, Salesforce CRM, and SimplePractice

The other costs associated with this curriculum are printing, budgeted at \$200 per year, and travel/parking, budgeted at \$2,500.



ALPHA HOUSE



alphahouseinc.org

Alpha House, Inc  
[Redacted]

June 6, 2024

Reimagine Reentry  
[Redacted]

Dear Mr. Richard Garland,

I am writing on behalf of Alpha House, Inc, an active community partner deeply committed to enhancing opportunities for returning citizens. We are pleased to express our support for Reimagine Reentry as a strongly qualified applicant for the Request for Proposal for the Development of an Enhanced Comprehensive Reentry System from the Allegheny County Department of Human Services.

Alpha House, Inc recognizes the importance of wholistic and comprehensive reentry services that aid people in the return to their communities after leaving incarceration facilities. The mission of Reimagine Reentry and the vision of the RFP align seamlessly with our organization's commitment to community-building and restorative justice practices.

Alpha House, Inc is enthusiastic to continue working with Reimagine Reentry and contribute to the success of returning citizens across Allegheny County. We believe that Reimagine Reentry's programs align with this RFP's objectives and can provide valuable skills, knowledge, and resources to individuals preparing to leave the Allegheny County Jail. We affirm our commitment to inform our clients about this program and we look forward to the positive impact this work will have in our communities.

We express our wholehearted support for Reimagine Reentry and look forward to the start of the Department of Human Service's initiative. If you require any additional information or have questions, please do not hesitate to contact us at Alpha House, Inc.

Thank you for considering our support.

Sincerely,

Sarah Gorzelsky, LPC, CAADC, CCTP  
Director of Operations  
Alpha House, Inc  
[Redacted]

**Kathryn Hens-Greco**  
Administrative Judge

**Russell Carlino**  
Administrator/Chief  
Probation Officer



**COURT OF COMMON PLEAS OF ALLEGHENY COUNTY**  
**FIFTH JUDICIAL DISTRICT OF PENNSYLVANIA**  
**FAMILY DIVISION - JUVENILE SECTION**  
550 FIFTH AVENUE  
PITTSBURGH, PENNSYLVANIA 15219  
(412) 350-0200  
FAX (412) 350-0230



Allegheny County C.I.S.P.  
Assistant Chief Probation Officer  
550 Fifth Avenue  
2<sup>nd</sup> Floor  
Pittsburgh, PA 15219

Reimagine Reentry  
1901 Centre Ave, Suite 304  
Pittsburgh, PA, 15219

**Probation Offices**

**Central Probation**  
907 West Street  
4<sup>th</sup> Floor  
Penn West Building  
Pittsburgh, PA 15221  
(412) 350-1630  
Fax (412) 361-6471

**Day/Night Intake**  
907 West Street  
4<sup>th</sup> Floor  
Penn West Building  
Pittsburgh, PA 15221  
(412) 350-1559  
Fax (412) 361-6471

**Intake/Investigations**  
550 Fifth Avenue  
Pittsburgh, PA 15219  
(412) 350-0170  
Fax (412) 350-0130

**Mon-Yough Probation**  
1195 Jacks Run Road  
North Versailles, PA 15137  
(412) 350-7848  
Fax (412) 229-8688

**Northern Probation**  
429 East Ohio Street  
2<sup>nd</sup> Floor  
Pittsburgh, PA 15212  
(412) 321-0365  
Fax (412) 321-0181

**Southern Probation**  
3700 South Water Street  
Suite 210  
Pittsburgh, PA 15203  
(412) 350-1203  
Fax (412) 251-0064

Dear Mr. Richard Garland,


I am writing on behalf of Allegheny County Juvenile Court, Community Intensive Supervision Program, an active community partner deeply committed to enhancing opportunities for returning citizens. We are pleased to express our support for Reimagine Reentry as a strongly qualified applicant for the Request for Proposal for the Development of an Enhanced Comprehensive Reentry System from the Allegheny County Department of Human Services.

Allegheny County Juvenile Court, Community Intensive Supervision Program recognizes the importance of wholistic and comprehensive reentry services that aid people in the return to their communities after leaving incarceration facilities. The mission of Reimagine Reentry and the vision of the RFP align seamlessly with our organization's commitment to community-building and restorative justice practices.

Allegheny County Juvenile Court, Community Intensive Supervision Program is enthusiastic to continue working with Reimagine Reentry and contribute to the success of returning citizens across Allegheny County. We believe that Reimagine Reentry's programs align with this RFP's objectives and can provide valuable skills, knowledge, and resources to individuals preparing to leave the Allegheny County Jail. We affirm our commitment to our contributions, volunteer participation, collaborations and support to impact the Reimagine Reentry's program in our communities.

We express our wholehearted support for Reimagine Reentry and look forward to the start of the Department of Human Service's initiative. If you require any additional information or have questions, please do not hesitate to contact us at Allegheny County Juvenile Court, Community Intensive Supervision Program.

Thank you for considering our support.

Sincerely,  
  
Allegheny County C.I.S.P.  
Assistant Chief Probation Officer  
550 Fifth Avenue



**Center for  
Employment  
Opportunities**

Center for Employment Opportunities

June 17, 2024

[REDACTED]

Reimagine Reentry

[REDACTED]

Dear Mr. Richard Garland,

I am writing on behalf of Center for Employment Opportunities (CEO), an active community partner deeply committed to enhancing opportunities for returning citizens. We are pleased to express our support for Reimagine Reentry as a strongly qualified applicant for the Request for Proposal for the Development of an Enhanced Comprehensive Reentry System from the Allegheny County Department of Human Services.

Center for Employment Opportunities has collaborated and supported mutual candidates through our partnership with Reimagine Reentry and recognizes the importance of holistic and comprehensive reentry services that aid people in the return to their communities after leaving incarceration facilities. The mission of Reimagine Reentry and the vision of the RFP align with our organization's commitment to community-building and restorative justice practices.

CEO is enthusiastic to continue working with Reimagine Reentry and contribute to the success of returning citizens across Allegheny County. We believe that Reimagine Reentry's programs align with this RFP's objectives and can provide valuable skills, knowledge, and resources to individuals preparing to leave the Allegheny County Jail. We affirm our commitment to collaborate through the resources we share, the training we provide, and the mutual participants we each support with Reimagine Reentry and we look forward to continuing the positive impact this work will have in our communities.

If you require any additional information or have questions, please do not hesitate to contact us.

Sincerely,

Louis Thon  
Job Developer, Center for Employment Opportunities

6-17-24

Reimagine Reentry, Inc.  
[REDACTED]  
[REDACTED]

Dear Richard Garland,

Subject: Letter of Commitment for Partnership in Response to the RFP for Reentry System Expansion

I, Dr. Devin Patterson, are pleased to confirm my commitment to partnering with Reimagine Reentry in response to the Request for Proposals (RFP) issued by the Allegheny County Department of Human Services (DHS) for the expansion of the Reentry System.

I am committed to supporting the Contract Services as detailed in the RFP. Our role in this collaborative effort will include:

**1. Description of Role and Responsibilities:**

- Clinical supervision services to the pre-licensure therapist at Reimagine Reentry.
- Attend CT-R trainings with the Beck Institute to become a “CT-R champion” and ensure quality assurance across Reimagine Reentry CT-R applications.

**2. Experience and Qualifications:**

- I have 30+ years’ experience in the Mental Health/ Counseling Profession, with over 18 years of Supervisory experience. I have a Doctorate in Psychology, a Master Degree in Counseling Psychology, and certifications in several modalities including Cognitive Behavioral Therapy, Dialectical Behavior Therapy, Brief Therapy, and Family Systems.

**3. Resource Commitment:**

- I commit my expertise and experience as a Licensed Professional Counselor to the continued development of Reimagine Reentry programming and clinical staff members.

**4. Compensation Agreement:**

- \$110/hour on an as needed basis. I will submit monthly invoices to Reimagine Reentry’s billing contact and receive reimbursement.

I look forward to a successful collaboration. Should you require any further information or need to discuss this commitment in more detail, please do not hesitate to contact us.

Thank you for considering our partnership in this important initiative.

Sincerely,

A handwritten signature in black ink that reads "Devin L. Patterson". The signature is written in a cursive, flowing style.

Devin L. Patterson, PsyD, LPC, NCC.  
Licensed Professional Counselor  
Devin L Patterson Mental Health Services LLC



6/18/2024

Reimagine Reentry, Inc.  
[REDACTED]  
[REDACTED]

Dear Richard Garland,

Subject: Letter of Commitment for Partnership in Response to the RFP for Reentry System Expansion

I, Maurice F. Smith, am pleased to confirm my commitment to partnering with Reimagine Reentry in response to the Request for Proposals (RFP) issued by the Allegheny County Department of Human Services (DHS) for the expansion of the Reentry System.

I am committed to supporting the Contract Services as detailed in the RFP. My role in this collaborative effort will include:

**1. Description of Role and Responsibilities:**

- Provide Financial Literacy training as part of the Job Training and Development curriculum-based programming established by Reimagine Reentry.

**2. Experience and Qualifications:**

- Maurice F. Smith is currently an entrepreneur who lends his expertise as a Business Consultant. He is currently the President of United Diversified Investment Group, a private investment firm. He is also currently a Wellbeing Coach with PerspectVe LLC, a private company that creates tools and spaces that construct a soulful community that promotes optimal wellbeing. Maurice graduated from the University of Pittsburgh with a Bachelor's degree in Legal Studies and later graduated from Liberty University in Lynchburg, Virginia with an MBA. Maurice is currently working toward a Doctorate in Business Administration. Maurice is also a proud veteran of The United States Army. Maurice has a 25+ year business professional history that includes experience working for organizations such as Verizon, PNC, Hill House Association, Urban League of Greater Pittsburgh and UPMC. Maurice has 20+ years of experience in financial literacy, having owned and operated a private mortgage firm and facilitated HUD sponsored financial literacy workshops for the Urban League of Greater Pittsburgh. Maurice is very passionate about serving the community through affiliations with several community organizations such as The Omega Psi Phi fraternity Inc., Pennsylvania Council of Deliberation, Ancient Arabic Egyptian Order of the Nobles Mystic Shrine and The Most Worshipful Grand Lodge of Western Pennsylvania Prince Hall Freemasons

**3. Resource Commitment:**

- I will present once per group cohort on topics of financial literacy and will be responsible for the necessary curriculum materials (i.e. PowerPoint, worksheets).

**4. Compensation Agreement:**

- I will receive a payment of \$200 per group cohort. I will submit regular invoices to Reimagine Reentry's billing contact for payment.

I look forward to a successful collaboration. Should you require any further information or need to discuss this commitment in more detail, please do not hesitate to contact me.

Thank you for considering our partnership in this important initiative.

Sincerely,

DocuSigned by:  
*Maurice F. Smith*  
2D15988FB9234ED...

Maurice F. Smith  
Contractor

[Redacted]  
[Redacted]