

MARIN COUNTY PROBATION DEPARTMENT

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REQUEST FOR PROPOSALS (RFP)

School Works Initiative Partnership

RFP-PROB-2019-30

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Questions and Answers  
May 10, 2019

Administered by  
MARIN COUNTY PROBATION DEPARTMENT  
AND SAN RAFAEL CITY SCHOOLS

DATE ISSUED: April 29, 2019  
**NEW Submission Date: May 27, 2019**

**Timeline Extension – One Week has been added to the submission deadline:**

- RFP Advertised April 29, 2019 – May ~~20~~, 27, 2019
- Open Questions Period April 29, 2019 – May 8, 2019
- Answer to Questions Posted May 10, 2019
- Proposals Due May ~~20~~, 27, 2019
- Evaluation of Proposals May 28, 2019 – May ~~24~~, 31 2019
- Posting of Notice of Intent to Award June 3 ~~May 27~~, 2019
- Estimated Award Distribution August 1, 2019

**Q1.** The RFP lists the following "Resources Available": " Access to a variety of other services normally only available to youth and families referred to the Probation Department. These services might include family or individual therapy, employment support, access to recreational activities/tangible incentives, and educational support." Who would provide these services? Would there be any ability for families to find their own providers for family or individual therapy or recreational activities and have those costs covered by the Probation Department, or would they have to choose from a list of eligible providers? What efforts will be made to ensure that these resources are culturally and linguistically appropriate?

**A1.** Families in the Schoolworks program will have access to Probation programs including family counseling through the PORTAL program, employment and education services through Youth Working for Change and be eligible for to participate in contracted substance abuse programs and coordinated pro-social activities. Youth in the Schoolworks program would also be eligible to be referred to diversionary programs such as Youth Court, Consejo and Partners for Success. Individual pro-social or small purchases to incentivize youth in the program should be factored into the grantee budget.

Please note, as an early intervention program, the Schoolworks initiative is not intended to provide long-term counseling and support. It is expected that the grantee will provide referral and assistance to available county services including enrolling in Medi-cal, snap and related assistance and support programs.

**Q2.** The RFP states: "Families who agree to take part will be expected to attend a parent education Initiative." Can you provide more information about what this initiative is, the location and frequency of meetings, who provides it, and the content? Would the selected grantee have any input into these services to ensure that they are culturally and linguistically appropriate?

**A2.** There is no one identified parenting program, and parents may choose from any available programs including the free weekly class (delivered in both English and Spanish) which is located at the Kerner Blvd. Campus and provided by the County Health and Human Services Department. Please see information below. The grantee would work with families to help determine which available classes are the best fit for their unique situation. It is expected that in addition to referring the family to the class, that the grantee would assist with transport and removing other barriers that would otherwise interfere with the successful completion of this parent education.

**Q3.** Will there be one School Works Initiative Team serving all 4 school sites or will there be a separate team at each site?

**A3.** As the intended capacity for the program is 15 students at any given time and with those 15 spots being distributed over the 4 sites, it is beyond the scope of the program to have a dedicated team at each site. The intention is to have one Schoolworks Initiative team that includes the contracted partner, fulfilling the program administrator and case management roles, and one assigned Deputy Probation Officer that will work with all four sites. Each school site will also designate a single staff representative to help coordinate the delivery of services and communication at the individual site,

**Q4.** Is probation hoping for a single community partner to address the needs of all involved students, ages 8 to 14? Or is there openness to a partner who would focus singularly on middle school students, given the differences in needs for youth and families in middle school vs elementary?

**A4.** Our ideal situation is to find a single partner for this contract. This is largely due to the need for the program provider to coordinate the referral and resource distribution for the multiple school sites. However, given the scope in target age and school sites we are open to hearing proposals from a lead provider with subcontractors carrying out some portions of the work.

**School Works Scenario** – The following sample scenario of a visualized Schoolworks case is provided to help illustrate a potential case from identification to completion. This is provided for sake of clarity in deliverables and is not intended to dictate final program structure and process. We value the individual perspectives, experiences and creativity of our partners and are open to proposals that do not fit squarely in this example.

*Rafael is a 13-year-old boy who is in the 7<sup>th</sup> grade at Davidson Middle School. During the 6<sup>th</sup> grade, he had multiple discipline issues at school, including defiance with the teacher, and getting into fights with his peers (often with gang overtones). He stopped coming to school entirely the last few weeks of the 6<sup>th</sup> grade, and his attendance is already looking spotty. He comes some days of the week, and then misses several others. Rather than being referred to the SARB, the Davidson assistant principal has referred Rafael and his family to School Works. The Schoolworks Case Manager (employed by grantee) receives the referral and is tasked to reach out to the parents and provide an orientation to the program and determine if they are amenable to participation and assess their fit for the voluntary program.*

*The Case Manager first attempts to contact Rafael's mother by phone, but after calling the number several times, she is unable to reach the parent. The Case Manager decides to go to the house in the early evening and try to reach the parent in person. The Case Manager locates Rafael's mother and explains the services and goals of the program. She explains to the parent that we are concerned about Rafael's school performance, and that School Works is a voluntary program designed to support her family's efforts to ensure Rafael is successful in school. She explains the support they would receive, and Rafael's mother agrees to take part. She signs a waiver of information allowing the school to share information about her child with the School Works Team.*

*The School Works Team convenes with staff from Davidson Middle School, including the child's teacher and the Assistant Principal who made the referral. The Case Manager describes the home where Rafael lives and explains that it appears there are a variety of people living with them, some family members*

*and some not. Her sense was that Rafael's mother is under a great deal of stress and feeling overwhelmed. In addition, it appears there is an older boy living in the home who seemed to be under the influence of alcohol during the home visit. The team agrees that Rafael's situation merits the program and that they believe there is a strong chance of success in improving Rafael's school performance. The team meets with the family to formally accept them and they discuss a plan for how to address the issues impeding Rafael from doing well at school*

*All families participating in the School works program have access to both the DPO and a Case Manager. The Case Manager meets with school staff during the day and families during the evening, acting as a conduit between the two and helping to ensure information is shared regularly. A Parent Partner (employee of grantee), is assigned in those situations where the parent's needs are directly impacting the student from improving at school and are particularly intensive. The DPO rotates presence on the variety of school sites where students are enrolled and focus efforts primarily on the child. The DPO will work with the youth to find intrinsic motivation and act as a resource to help work through frustrations that may result in unwanted behaviors. Rafael has always wanted to attend a San Jose Earthquakes soccer games, and they agree that the DPO will arrange this if Rafael is successful in improving his school performance.*

*All three School Works personnel, in collaboration with the families and school staff, attempt to identify support services, resources and solutions that are required to meet the goal of improving a child's school performance. The Case Manager meets with the school assistant principal, the District's Director of Student Services and a few of Rafael's teachers to go over their concerns. The Case Manager is also able to help the school staff understand the pressures that family is under and what is being done to address them. This helps his teachers calibrate their responses to his behavior based on what they knew about his living situation.*

*The Case Manager and DPO have determined through discussion with Rafael and the Case Managers observations in the home, that one contributing factor to his problems at school is the boy's 19-year-old brother. Rafael described incidents in which the brother returns to the home late at night, under the influence of alcohol and often loud and at times violent. The DPO plans on meeting with other members of the School works team, and Rafael's mother, to develop solutions for this issue. It is also noted that the mother is experiencing health issues and is stressed financially. A Parent Partner is assigned to Rafael's mom, and begins to provide support, including connecting her to the Community Health Clinic to address her health concern, and the Probation Department's employment development counselor to provide her with support and advice on how to obtain a better job.*

*The Schoolworks team continues to work with the family and monitor Rafael's attendance, meeting regularly with the school to keep them updated on case developments and to determine any emerging issues or needs. Six months later Rafael's situation is much better. He has improved his attendance, although it is still not perfect. While the idea of being able to go see an Earthquakes game got him started, he eventually came to like going to school. The communication between the family and the school through the Case manager was key.*

*Rafael's 19 year old brother was unable to address his drinking, and his mother was coached through a difficult process of telling the older son he would have to leave the home or address his substance abuse. He chose to leave and the family home is much calmer as a result. Rafael and his DPO attended the Earthquakes game after the boy demonstrated six months of continued improvement at school and the matter was closed to School Works.*

# POSITIVE PARENTING IN CHALLENGING TIMES

This is a free weekly (52 weeks a year!) drop-in style class

WHEN: EVERY THURSDAY

WHERE: 3230 Kerner Blvd  
San Rafael, CA 94901

TIME: 6:30-8 PM

This is a class to support all parents to ENJOY raising their children. Parenting does not have to be a huge struggle if you have a tool box of effective parenting skills. We want to support parents to get the tools they want and need.

We provide a snack for the adults and children.

Free child care provided by an experienced child care provider.

Please RSVP so we can be ready for you!!

Michelle Kemp MSW	415-368-5221
Leticia McCoy	415-716-2746

Family Partners, Community Action Marin

## **Free Spanish Language Parenting Class Series**

**When: Wednesdays, 6:00-7:30 pm**

**Where: 3230 Kerner Blvd**

**Contact: Marisol Muñoz-Kiehne, PhD (“Doctora Marisol”)**

**(415) 473-6787**

**To register, call and leave message indicating: your name, phone number, email address, and the ages of your children if you will need child supervision.**

**You may begin attending at any point in the series.**

**The classes and the child supervision are free and everyone is welcome.**