

OFFICE OF THE CITY ATTORNEY
DAWN MCINTOSH, City Attorney
411 West Ocean Boulevard, 9th Floor
Long Beach, CA 90802-4511

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AGREEMENT
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THIS AGREEMENT is made and entered, in duplicate, as of May 16, 2023, for reference purposes only, pursuant to a minute order adopted by the City Council of the City of Long Beach at its meeting on May 21, 2019, by and between KRISTOPHER MCLUCAS LICENSED CLINICAL SOCIAL WORKER INC., a California Corporation (formerly Kristopher McLucas, a sole proprietorship) ("Consultant"), with a place of business at PO Box 4066, Long Beach, California 90804, and the CITY OF LONG BEACH, a municipal corporation ("City").

WHEREAS, City requires specialized services requiring unique skills to be performed in connection with the development and facilitation of the Futures First Program to establish robust, systemic approach to support the youth in Long Beach and increase access to culturally affirming supportive services and employment pathways for these young individuals ("Project"); and

WHEREAS, City has selected Contractor in accordance with City's administrative procedures using Request for Qualifications HE18-099 ("RFQ") to acquire On-Call Public Health & Human Services Community Partners, incorporated herein by this reference, and through a limited Request for Proposal ("RFP") from the vendors identified through the Request for Qualifications process as qualified, referenced as readily available vendors with the appropriate skillset and subject matter expertise to provide public health programming and/or content-specific technical assistance, the City has determined that Contractor and its employees are qualified, licensed, if so required, and experienced in performing these specialized services; and

WHEREAS, City desires to have Contractor perform these specialized services, and Contractor is willing and able to do so on the terms and conditions in this Agreement;

NOW, THEREFORE, in consideration of the mutual terms, covenants, and conditions in this Agreement, the parties agree as follows:

1 1. SCOPE OF WORK OR SERVICES.

2 A. Contractor shall furnish specialized services more particularly
3 described in Exhibit "A", attached to this Agreement and incorporated by this
4 reference, in accordance with the standards of the profession, and City shall pay for
5 these services in the manner described below, not to exceed Two Hundred Twenty
6 Thousand Dollars (\$220,000.00) annually, at the rates or charges shown in Exhibit
7 "B".

8 B. City shall pay Contractor in due course of payments following
9 receipt from Contractor and approval by City of invoices showing the services or
10 task performed, the time expended (if billing is hourly), and the name of the Project.
11 Contractor shall certify on the invoices that Contractor has performed the services
12 in full conformance with this Agreement and is entitled to receive payment. Each
13 invoice shall be accompanied by a progress report indicating the progress to date
14 of services performed and covered by the invoice, including a brief statement of any
15 Project problems and potential causes of delay in performance, and listing those
16 services that are projected for performance by Contractor during the next invoice
17 cycle. Where billing is done and payment is made on an hourly basis, the parties
18 acknowledge that this arrangement is either customary practice for Contractor's
19 profession, industry or business, or is necessary to satisfy audit and legal
20 requirements which may arise due to the fact that City is a municipality.

21 C. Contractor represents that Contractor has obtained all
22 necessary information on conditions and circumstances that may affect its
23 performance and has conducted site visits, if necessary.

24 D. By executing this Agreement, Contractor warrants that
25 Contractor (a) has thoroughly investigated and considered the scope of services to
26 be performed, (b) has carefully considered how the services should be performed,
27 and (c) fully understands the facilities, difficulties and restrictions attending
28 performance of the services under this Agreement. It the services involve work upon

1 any site, Contractor warrants that Contractor has or will investigate the site and is
2 or will be fully acquainted with the conditions there existing, prior to commencement
3 of services set forth in this Agreement. Should Contractor discover any latent or
4 unknown conditions that will materially affect the performance of the services set
5 forth in this Agreement, Contractor must immediately inform the City of that fact and
6 may not proceed except at Contractor's risk until written instructions are received
7 from the City.

8 E. Contractor must adopt reasonable methods during the life of
9 the Agreement to furnish continuous protection to the work, and the equipment,
10 materials, papers, documents, plans, studies and other components to prevent
11 losses or damages, and will be responsible for all damages, to persons or property,
12 until acceptance of the work by the City, except those losses or damages as may
13 be caused by the City's own negligence.

14 F. CAUTION: Contractor shall not begin work until this
15 Agreement has been signed by both parties and until Contractor's evidence of
16 insurance has been delivered to and approved by City.

17 2. TERM. The term of this Agreement shall commence at midnight on
18 May 1, 2023, and shall terminate at 11:59 p.m. on May 21, 2024, unless sooner terminated
19 as provided in this Agreement, or unless the services or the Project is completed sooner.

20 3. COORDINATION AND ORGANIZATION.

21 A. Contractor shall coordinate its performance with City's
22 representative, if any, named in Exhibit "C", attached to this Agreement and
23 incorporated by this reference. Contractor shall advise and inform City's
24 representative of the work in progress on the Project in sufficient detail so as to
25 assist City's representative in making presentations and in holding meetings on the
26 Project. City shall furnish to Contractor information or materials, if any, described in
27 Exhibit "D", attached to this Agreement and incorporated by this reference, and shall
28 perform any other tasks described in the Exhibit.

1 B. The parties acknowledge that a substantial inducement to City
2 for entering this Agreement was and is the reputation and skill of Contractor's key
3 employee, named in Exhibit "E" attached to this Agreement and incorporated by this
4 reference. City shall have the right to approve any person proposed by Contractor
5 to replace that key employee.

6 4. INDEPENDENT CONTRACTOR. In performing its services,
7 Contractor is and shall act as an independent contractor and not an employee,
8 representative or agent of City. Contractor shall have control of Contractor's work and the
9 manner in which it is performed. Contractor shall be free to contract for similar services to
10 be performed for others during this Agreement; provided, however, that Contractor acts in
11 accordance with Section 9 and Section 11 of this Agreement. Contractor acknowledges
12 and agrees that (a) City will not withhold taxes of any kind from Contractor's compensation;
13 (b) City will not secure workers' compensation or pay unemployment insurance to, for or
14 on Contractor's behalf; and (c) City will not provide and Contractor is not entitled to any of
15 the usual and customary rights, benefits or privileges of City employees. Contractor
16 expressly warrants that neither Contractor nor any of Contractor's employees or agents
17 shall represent themselves to be employees or agents of City.

18 5. INSURANCE.

19 A. As a condition precedent to the effectiveness of this
20 Agreement, Contractor shall procure and maintain, at Contractor's expense for the
21 duration of this Agreement, from insurance companies that are admitted to write
22 insurance in California and have ratings of or equivalent to A:V by A.M. Best
23 Company or from authorized non-admitted insurance companies subject to Section
24 1763 of the California Insurance Code and that have ratings of or equivalent to A:VIII
25 by A.M. Best Company, the following insurance:

26 (a) Commercial general liability insurance (equivalent in scope to
27 ISO form CG 00 01 11 85 or CG 00 01 10 93) in an amount not less than
28 \$1,000,000 per each occurrence and \$2,000,000 general aggregate. This

1 coverage shall include but not be limited to broad form contractual liability,
2 cross liability, independent contractors liability, and products and completed
3 operations liability. City, its boards and commissions, and their officials,
4 employees and agents shall be named as additional insureds by
5 endorsement (on City's endorsement form or on an endorsement equivalent
6 in scope to ISO form CG 20 10 11 85 or CG 20 26 11 85), and this insurance
7 shall contain no special limitations on the scope of protection given to City,
8 its boards and commissions, and their officials, employees and agents. This
9 policy shall be endorsed to state that the insurer waives its right of
10 subrogation against City, its boards and commissions, and their officials,
11 employees and agents.

12 (b) Workers' Compensation insurance as required by the California
13 Labor Code and employer's liability insurance in an amount not less than
14 \$1,000,000. This policy shall be endorsed to state that the insurer waives
15 its right of subrogation against City, its boards and commissions, and their
16 officials, employees and agents.

17 (c) Professional liability or errors and omissions insurance in an
18 amount not less than \$1,000,000 per claim.

19 (d) Commercial automobile liability insurance (equivalent in scope
20 to ISO form CA 00 01 06 92), covering Auto Symbol 1 (Any Auto) in an
21 amount not less than \$500,000 combined single limit per accident.

22 B. Any self-insurance program, self-insured retention, or
23 deductible must be separately approved in writing by City's Risk Manager or
24 designee and shall protect City, its officials, employees and agents in the same
25 manner and to the same extent as they would have been protected had the policy
26 or policies not contained retention or deductible provisions.

27 C. Each insurance policy shall be endorsed to state that coverage
28 shall not be reduced, non-renewed or canceled except after thirty (30) days prior

1 written notice to City, shall be primary and not contributing to any other insurance
2 or self-insurance maintained by City, and shall be endorsed to state that coverage
3 maintained by City shall be excess to and shall not contribute to insurance or self-
4 insurance maintained by Contractor. Contractor shall notify City in writing within five
5 (5) days after any insurance has been voided by the insurer or cancelled by the
6 insured.

7 D. If this coverage is written on a "claims made" basis, it must
8 provide for an extended reporting period of not less than one hundred eighty (180)
9 days, commencing on the date this Agreement expires or is terminated, unless
10 Contractor guarantees that Contractor will provide to City evidence of uninterrupted,
11 continuing coverage for a period of not less than three (3) years, commencing on
12 the date this Agreement expires or is terminated.

13 E. Contractor shall require that all sub-contractors or contractors
14 that Contractor uses in the performance of these services maintain insurance in
15 compliance with this Section unless otherwise agreed in writing by City's Risk
16 Manager or designee.

17 F. Prior to the start of performance, Contractor shall deliver to City
18 certificates of insurance and the endorsements for approval as to sufficiency and
19 form. In addition, Contractor shall, within thirty (30) days prior to expiration of the
20 insurance, furnish to City certificates of insurance and endorsements evidencing
21 renewal of the insurance. City reserves the right to require complete certified copies
22 of all policies of Contractor and Contractor's sub-Contractors and contractors, at any
23 time. Contractor shall make available to City's Risk Manager or designee all books,
24 records and other information relating to this insurance, during normal business
25 hours.

26 G. Any modification or waiver of these insurance requirements
27 shall only be made with the approval of City's Risk Manager or designee. Not more
28 frequently than once a year, City's Risk Manager or designee may require that

1 Contractor, Contractor's sub-Contractors and contractors change the amount,
2 scope or types of coverages required in this Section if, in his or her sole opinion, the
3 amount, scope or types of coverages are not adequate.

4 H. The procuring or existence of insurance shall not be construed
5 or deemed as a limitation on liability relating to Contractor's performance or as full
6 performance of or compliance with the indemnification provisions of this Agreement.

7 6. ASSIGNMENT AND SUBCONTRACTING. This Agreement
8 contemplates the personal services of Contractor and Contractor's employees, and the
9 parties acknowledge that a substantial inducement to City for entering this Agreement was
10 and is the professional reputation and competence of Contractor and Contractor's
11 employees. Contractor shall not assign its rights or delegate its duties under this
12 Agreement, or any interest in this Agreement, or any portion of it, without the prior approval
13 of City, except that Contractor may with the prior approval of the City Manager of City,
14 assign any moneys due or to become due Contractor under this Agreement. Any
15 attempted assignment or delegation shall be void, and any assignee or delegate shall
16 acquire no right or interest by reason of an attempted assignment or delegation.
17 Furthermore, Contractor shall not subcontract any portion of its performance without the
18 prior approval of the City Manager or designee, or substitute an approved sub-Contractor
19 or contractor without approval prior to the substitution. Nothing stated in this Section shall
20 prevent Contractor from employing as many employees as Contractor deems necessary
21 for performance of this Agreement.

22 7. CONFLICT OF INTEREST. Contractor, by executing this Agreement,
23 certifies that, at the time Contractor executes this Agreement and for its duration,
24 Contractor does not and will not perform services for any other client which would create a
25 conflict, whether monetary or otherwise, as between the interests of City and the interests
26 of that other client. And, Contractor shall obtain similar certifications from Contractor's
27 employees, sub-Contractors and contractors.

28 8. MATERIALS. Contractor shall furnish all labor and supervision,

1 supplies, materials, tools, machinery, equipment, appliances, transportation and services
2 necessary to or used in the performance of Contractor's obligations under this Agreement,
3 except as stated in Exhibit "D".

4 9. OWNERSHIP OF DATA. All materials, information and data
5 prepared, developed or assembled by Contractor or furnished to Contractor in connection
6 with this Agreement, including but not limited to documents, estimates, calculations,
7 studies, maps, graphs, charts, computer disks, computer source documentation, samples,
8 models, reports, summaries, drawings, designs, notes, plans, information, material and
9 memorandum ("Data") shall be the exclusive property of City. Data shall be given to City,
10 and City shall have the unrestricted right to use and disclose the Data in any manner and
11 for any purpose without payment of further compensation to Contractor. Copies of Data
12 may be retained by Contractor but Contractor warrants that Data shall not be made
13 available to any person or entity for use without the prior approval of City. This warranty
14 shall survive termination of this Agreement for five (5) years.

15 10. TERMINATION. Either party shall have the right to terminate this
16 Agreement for any reason or no reason at any time by giving fifteen (15) calendar days
17 prior notice to the other party. In the event of termination under this Section, City shall pay
18 Contractor for services satisfactorily performed and costs incurred up to the effective date
19 of termination for which Contractor has not been previously paid. The procedures for
20 payment in Section 1.B. with regard to invoices shall apply. On the effective date of
21 termination, Contractor shall deliver to City all Data developed or accumulated in the
22 performance of this Agreement, whether in draft or final form, or in process. And,
23 Contractor acknowledges and agrees that City's obligation to make final payment is
24 conditioned on Contractor's delivery of the Data to City.

25 11. CONFIDENTIALITY. Contractor shall keep all Data confidential and
26 shall not disclose the Data or use the Data directly or indirectly, other than in the course of
27 performing its services, during the term of this Agreement and for five (5) years following
28 expiration or termination of this Agreement. In addition, Contractor shall keep confidential

1 all information, whether written, oral or visual, obtained by any means whatsoever in the
2 course of performing its services for the same period of time. Contractor shall not disclose
3 any or all of the Data to any third party, or use it for Contractor's own benefit or the benefit
4 of others except for the purpose of this Agreement.

5 12. BREACH OF CONFIDENTIALITY. Contractor shall not be liable for a
6 breach of confidentiality with respect to Data that: (a) Contractor demonstrates Contractor
7 knew prior to the time City disclosed it; or (b) is or becomes publicly available without
8 breach of this Agreement by Contractor; or (c) a third party who has a right to disclose does
9 so to Contractor without restrictions on further disclosure; or (d) must be disclosed pursuant
10 to subpoena or court order.

11 13. ADDITIONAL SERVICES. The City has the right at any time during
12 the performance of the services, without invalidating this Agreement, to order extra work
13 beyond that specified in the RFQ or make changes by altering, adding to or deducting from
14 the work. No extra work may be undertaken unless a written order is first given by the City,
15 incorporating any adjustment in the Agreement Sum, or the time to perform this Agreement.
16 Any increase in compensation of ten percent (10%) or less of the Agreement Sum, or in
17 the time to perform of One Hundred Eighty (180) days or less, may be approved by the
18 City Representative. Any greater increases, taken either separately or cumulatively, must
19 be approved by the City Council. It is expressly understood by Contractor that the
20 provisions of this paragraph do not apply to services specifically set forth in the RFQ or
21 reasonably contemplated in the RFQ. Contractor acknowledges that it accepts the risk
22 that the services to be provided pursuant to the RFQ may be more costly or time consuming
23 than Contractor anticipates and that Contractor will not be entitled to additional
24 compensation for the services set forth in the RFQ.

25 14. RETENTION OF FUNDS. Contractor authorizes the City to deduct
26 from any amount payable to Contractor (whether or not arising out of this Agreement) any
27 amounts the payment of which may be in dispute or that are necessary to compensate the
28 City for any losses, costs, liabilities or damages suffered by the City, and all amounts for

1 which the City may be liable to third parties, by reason of Contractor's acts or omissions in
2 performing or failing to perform Contractor's obligations under this Agreement. In the event
3 that any claim is made by a third party, the amount or validity of which is disputed by
4 Contractor, or any indebtedness exists that appears to be the basis for a claim of lien, the
5 City may withhold from any payment due, without liability for interest because of the
6 withholding, an amount sufficient to cover the claim. The failure of the City to exercise the
7 right to deduct or to withhold will not, however, affect the obligations of Contractor to insure,
8 indemnify and protect the City as elsewhere provided in this Agreement.

9 15. AMENDMENT. This Agreement, including all Exhibits, shall not be
10 amended, nor any provision or breach waived, except in writing signed by the parties which
11 expressly refers to this Agreement.

12 16. LAW. This Agreement shall be construed in accordance with the laws
13 of the State of California, and the venue for any legal actions brought by any party with
14 respect to this Agreement shall be the County of Los Angeles, State of California for state
15 actions and the Central District of California for any federal actions. Contractor shall cause
16 all work performed in connection with construction of the Project to be performed in
17 compliance with (1) all applicable laws, ordinances, rules and regulations of federal, state,
18 county or municipal governments or agencies (including, without limitation, all applicable
19 federal and state labor standards, including the prevailing wage provisions of sections 1770
20 *et seq.* of the California Labor Code); and (2) all directions, rules and regulations of any fire
21 marshal, health officer, building inspector, or other officer of every governmental agency
22 now having or hereafter acquiring jurisdiction. If any part of this Agreement is found to be
23 in conflict with applicable laws, that part will be inoperative, null and void insofar as it is in
24 conflict with any applicable laws, but the remainder of the Agreement will remain in full
25 force and effect.

26 17. PREVAILING WAGES.
27 A. Consultant agrees that all public work (as defined in California
28 Labor Code section 1720) performed pursuant to this Agreement (the "Public

1 Work”), if any, shall comply with the requirements of California Labor Code sections
2 1770 *et seq.* City makes no representation or statement that the Project, or any
3 portion thereof, is or is not a “public work” as defined in California Labor Code
4 section 1720.

5 B. In all bid specifications, contracts and subcontracts for any
6 such Public Work, Consultant shall obtain the general prevailing rate of per diem
7 wages and the general prevailing rate for holiday and overtime work in this locality
8 for each craft, classification or type of worker needed to perform the Public Work,
9 and shall include such rates in the bid specifications, contract or subcontract. Such
10 bid specifications, contract or subcontract must contain the following provision: “It
11 shall be mandatory for the contractor to pay not less than the said prevailing rate of
12 wages to all workers employed by the contractor in the execution of this contract.
13 The contractor expressly agrees to comply with the penalty provisions of California
14 Labor Code section 1775 and the payroll record keeping requirements of California
15 Labor Code section 1771.”

16 18. ENTIRE AGREEMENT. This Agreement, including all Exhibits,
17 constitutes the entire understanding between the parties and supersedes all other
18 agreements, oral or written, with respect to the subject matter in this Agreement.

19 19. INDEMNITY.

20 A. Consultant shall indemnify, protect and hold harmless City, its
21 Boards, Commissions, and their officials, employees and agents (“Indemnified
22 Parties”), from and against any and all liability, claims, demands, damage, loss,
23 obligations, causes of action, proceedings, awards, fines, judgments, penalties,
24 costs and expenses, including attorneys’ fees, court costs, expert and witness fees,
25 and other costs and fees of litigation, arising or alleged to have arisen, in whole or
26 in part, out of or in connection with (1) Consultant’s breach or failure to comply with
27 any of its obligations contained in this Agreement, including all applicable federal
28 and state labor requirements including, without limitation, the requirements of

1 California Labor Code section 1770 *et seq.* or (2) negligent or willful acts, errors,
2 omissions or misrepresentations committed by Consultant, its officers, employees,
3 agents, subcontractors, or anyone under Consultant's control, in the performance
4 of work or services under this Agreement (collectively "Claims" or individually
5 "Claim").

6 B. In addition to Consultant's duty to indemnify, Consultant shall
7 have a separate and wholly independent duty to defend Indemnified Parties at
8 Consultant's expense by legal counsel approved by City, from and against all
9 Claims, and shall continue this defense until the Claims are resolved, whether by
10 settlement, judgment or otherwise. No finding or judgment of negligence, fault,
11 breach, or the like on the part of Consultant shall be required for the duty to defend
12 to arise. City shall notify Consultant of any Claim, shall tender the defense of the
13 Claim to Consultant, and shall assist Consultant, as may be reasonably requested,
14 in the defense.

15 C. If a court of competent jurisdiction determines that a Claim was
16 caused by the sole negligence or willful misconduct of Indemnified Parties,
17 Consultant's costs of defense and indemnity shall be (1) reimbursed in full if the
18 court determines sole negligence by the Indemnified Parties, or (2) reduced by the
19 percentage of willful misconduct attributed by the court to the Indemnified Parties.

20 D. The provisions of this Section shall survive the expiration or
21 termination of this Agreement.

22 20. FORCE MAJEURE. If any party fails to perform its obligations
23 because of strikes, lockouts, labor disputes, embargoes, acts of God, inability to obtain
24 labor or materials or reasonable substitutes for labor materials, governmental restrictions,
25 governmental regulations, governmental controls, judicial orders, enemy or hostile
26 governmental action, civil commotion, fire or other casualty, or other causes beyond the
27 reasonable control of the party obligated to perform, then that party's performance will be
28 excused for a period equal to the period of such cause for failure to perform.

1 21. AMBIGUITY. In the event of any conflict or ambiguity between this
2 Agreement and any Exhibit, the provisions of this Agreement shall govern.

3 22. NONDISCRIMINATION.

4 A. In connection with performance of this Agreement and subject
5 to applicable rules and regulations, Contractor shall not discriminate against any
6 employee or applicant for employment because of race, religion, national origin,
7 color, age, sex, sexual orientation, gender identity, AIDS, HIV status, handicap or
8 disability. Contractor shall ensure that applicants are employed, and that employees
9 are treated during their employment, without regard to these bases. These actions
10 shall include, but not be limited to, the following: employment, upgrading, demotion
11 or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay
12 or other forms of compensation; and selection for training, including apprenticeship.

13 23. EQUAL BENEFITS ORDINANCE. Unless otherwise exempted in
14 accordance with the provisions of the Ordinance, this Agreement is subject to the
15 applicable provisions of the Equal Benefits Ordinance (EBO), section 2.73 et seq. of the
16 Long Beach Municipal Code, as amended from time to time.

17 A. During the performance of this Agreement, the Consultant
18 certifies and represents that the Consultant will comply with the EBO. The
19 Consultant agrees to post the following statement in conspicuous places at its place
20 of business available to employees and applicants for employment:

21 “During the performance of a contract with the City of Long Beach, the
22 Consultant will provide equal benefits to employees with spouses and its
23 employees with domestic partners. Additional information about the City of
24 Long Beach’s Equal Benefits Ordinance may be obtained from the City of
25 Long Beach Business Services Division at 562-570-6200.”

26 B. The failure of the Consultant to comply with the EBO will be
27 deemed to be a material breach of the Agreement by the City.

28 C. If the Consultant fails to comply with the EBO, the City may

1 cancel, terminate or suspend the Agreement, in whole or in part, and monies due or
2 to become due under the Agreement may be retained by the City. The City may
3 also pursue any and all other remedies at law or in equity for any breach.

4 D. Failure to comply with the EBO may be used as evidence
5 against the Consultant in actions taken pursuant to the provisions of Long Beach
6 Municipal Code 2.93 et seq., Contractor Responsibility.

7 E. If the City determines that the Consultant has set up or used its
8 contracting entity for the purpose of evading the intent of the EBO, the City may
9 terminate the Agreement on behalf of the City. Violation of this provision may be
10 used as evidence against the Consultant in actions taken pursuant to the provisions
11 of Long Beach Municipal Code Section 2.93 et seq., Contractor Responsibility.

12 24. NOTICES. Any notice or approval required by this Agreement shall
13 be in writing and personally delivered or deposited in the U.S. Postal Service, first class,
14 postage prepaid, addressed to Contractor at the address first stated above, and to City at
15 411 West Ocean Boulevard, Long Beach, California 90802, Attn: City Manager, with a copy
16 to the City Clerk at the same address. Notice of change of address shall be given in the
17 same manner as stated for other notices. Notice shall be deemed given on the date
18 deposited in the mail or on the date personal delivery is made, whichever occurs first.

19 25. COVENANT AGAINST CONTINGENT FEES. Contractor warrants
20 that Contractor has not employed or retained any entity or person to solicit or obtain this
21 Agreement and that Contractor has not paid or agreed to pay any entity or person any fee,
22 commission or other monies based on or from the award of this Agreement. If Contractor
23 breaches this warranty, City shall have the right to terminate this Agreement immediately
24 notwithstanding the provisions of Section 10 or, in its discretion, to deduct from payments
25 due under this Agreement or otherwise recover the full amount of the fee, commission or
26 other monies.

27 26. WAIVER. The acceptance of any services or the payment of any
28 money by City shall not operate as a waiver of any provision of this Agreement or of any

1 right to damages or indemnity stated in this Agreement. The waiver of any breach of this
2 Agreement shall not constitute a waiver of any other or subsequent breach of this
3 Agreement.

4 27. CONTINUATION. Termination or expiration of this Agreement shall
5 not affect rights or liabilities of the parties which accrued pursuant to Sections 7, 10, 11,
6 18, 21 and 28 prior to termination or expiration of this Agreement.

7 28. TAX REPORTING. As required by federal and state law, City is
8 obligated to and will report the payment of compensation to Contractor on Form 1099-Misc.
9 Contractor shall be solely responsible for payment of all federal and state taxes resulting
10 from payments under this Agreement. Contractor shall submit Contractor's Employer
11 Identification Number (EIN), or Contractor's Social Security Number if Contractor does not
12 have an EIN, in writing to City's Accounts Payable, Department of Financial Management.
13 Contractor acknowledges and agrees that City has no obligation to pay Contractor until
14 Contractor provides one of these numbers.

15 29. ADVERTISING. Contractor shall not use the name of City, its officials
16 or employees in any advertising or solicitation for business or as a reference, without the
17 prior approval of the City Manager or designee.

18 30. AUDIT. City shall have the right at all reasonable times during the
19 term of this Agreement and for a period of five (5) years after termination or expiration of
20 this Agreement to examine, audit, inspect, review, extract information from and copy all
21 books, records, accounts and other documents of Contractor relating to this Agreement.

22 31. THIRD PARTY BENEFICIARY. This Agreement is not intended or
23 designed to or entered for the purpose of creating any benefit or right for any person or
24 entity of any kind that is not a party to this Agreement.

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OFFICE OF THE CITY ATTORNEY
DAWN MCINTOSH, City Attorney
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Long Beach, CA 90802-4511

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IN WITNESS WHEREOF, the parties have caused this document to be duly executed with all formalities required by law as of the date first stated above.

KRISTOPHER MCLUCAS LICENSED CLINICAL SOCIAL WORKER INC., a California Corporation (formerly Kristopher McLucas, a sole proprietorship)

June 9th, 2023, 2023

By Kristopher McLucas, LCSW, MPH
Name *K McLucas* LCSW MPH
Title CEO

June 9th, 2023, 2023

By Kristopher McLucas, LCSW, MPH
Name *K McLucas* LCSW MPH
Title CFO

"Contractor"

CITY OF LONG BEACH, a municipal corporation

June 22, 2023
EXECUTED PURSUANT TO SECTION 301 OF THE CITY CHARTER.

By *Arindam J. Jaisam*
City Manager

"City"

This Agreement is approved as to form on *June 20th*, 2023.

DAWN MCINTOSH, City Attorney

By *at J.*
Deputy

EXHIBIT “A”

Scope of Work



G.I.F.T.S: Giving Individuals Freedom Through Sound

Futures First Youth Program Retreat

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G.I.F.T.S: Giving Individuals Freedom Through Sound

Futures First Youth Program Retreat

The overarching goals of the proposal for The Futures First Program-Culturally Affirming Retreat are to:

1. To establish a robust, systemic approach to support opportunity youth in Long Beach.
2. To increase access to culturally affirming supportive services and employment pathways for these young people.

The GIFTS Youth Retreat will focus on helping youth develop the following soft skills as part of their employment readiness:

- Positive self-concept,
- Self-control,
- Communication,
- Professionalism,
- Teamwork
- Higher-order thinking (which includes problem-solving, critical thinking, and decision-making).

Facilitators Note: The Kalimba will be used to transition the youth from activity to activity. The person (or team) that is facilitating the section will take the lead by ringing the bell. In each activity, there should be between 1-2 facilitators leading the activity while the 1 facilitator is timekeeping and offering support and the other facilitator(s) are preparing for the next activity.

Objectives:

- **Knowledge:** Participants will learn terminology and how key workforce skills are applied in professional settings (e.g. positive self-concept, self-control, communication, social skills, problem-solving, critical thinking, and decision-making)
- **Attitudes:** Participants will practice and receive feedback on increasing their confidence and commitment to integrating workforce skills in work environments
- **Behaviors:** Participants will practice and receive feedback on how to implement new or modify their behaviors during complex work environments. Facilitators will observe and provide praise and guidance on behaviors that should continue to evolve in the workplace.

Overview

The Flight Assessment-Self-Awareness

The Flight Assessment will provide a personalized guide of their strengths and areas of improvement in the following areas:

- **Interactiveness:** An individual's preference toward interacting with and influencing others
- **Stabilizing:** An individual's preferred pace and workflow within a given environment
- **Cautiousness:** An individual's tendency for dealing with rules, protocols, and systems
- **Decisiveness:** An individual's preferred approach to solving problems and making decisions

Workforce Skills

Participants will be taken through a myriad of activities, that use creativity, the arts, and self-awareness (The Flight Assessment) to identify, practice and improve on the following workforce skills:

- Positive self-concept,
- Self-control,
- Communication,
- Social skills,
- Professionalism,
- Teamwork
- Higher-order thinking (which includes problem-solving, critical thinking, and decision-making).

Facilitation and Retreat Satisfaction

Participant satisfaction will be focused on Culturally Affirming practices, with a variety of role models of Facilitators. The common denominator of the facilitators is their passion for working with young people and how their own lived experiences have supported their personal and professional development. Each retreat will be prepared and curated with the age range, and developmental ability of the cohort participants. The participant satisfaction and dignity provided by the facilitators and exploring their self-worth is of utmost importance.

Futures First Retreat Overview

	Day 1 - Friday (4 hrs)	Day 2- Saturday (8 hrs)	Day 3- Sunday (8 hrs)
Pre	Take Flight Assessment	Take Pre-Questionnaire	Take Pre-Questionnaire
During	<p>Welcome, What are my strengths? What are my barriers?</p> <ul style="list-style-type: none"> • Warm-up Activity: Introductions and Expectations for the Retreat. • Introduction to the Flight Assessment and how to utilize it <p>Enjoying a meal together</p>	<p>How do I tap into my strengths</p> <ul style="list-style-type: none"> • Activity: Icebreaker (Part two): Drum Circle • Activity: The youth will be divided into groups based on their dominant style from their Flight Assessment. <p>Section: Communication Skills</p> <ul style="list-style-type: none"> • Activity: Drum Games <p>Section: Managing Conflict</p> <ul style="list-style-type: none"> • Activity: Colors <p>Section: Asking for Help</p> <ul style="list-style-type: none"> • Activity: Flight Assessment reviewing and discussing preferred Communication Styles • Activity: “Can you finish what I started?” 	<p>Integrating the Information and Moving Forward</p> <p>Section: Goal Setting</p> <p>Activity: Flight Assessment Reflection</p> <p>Section: Goal Setting What is My Why and How do I get there?</p> <p>Activity: What’s Your Why</p> <p>Activity: Setting Your Plan [Discussion on creating SMARTER goals]</p> <p>Activity: Imagining Your Future [Vision board activity]</p> <p>Section: Life Happens/Budgeting</p> <p>Activity: Industry Presentation</p> <p>Section: Commitment to Self</p> <p>Activity: Letter writing to self</p> <p>Section: Closing Out</p> <p>Activity: Rites of Passage</p>
Post	Take Post-Questionnaire	Take Post-Questionnaire	Take Post-Questionnaire

Day 1: What are my current strengths? What are my developing strengths?

Welcome

[15 Minutes]

Activity: Drum Circle: As participants walk into the room they will be handed an instrument by a facilitator. They will be prompted to come in and begin playing along with the other group facilitator who is already playing the drums.

{Materials Needed}:

- Drum set
- Chairs
- Group will be in a circle

Facilitator note: Two facilitators will be in a "waiting area" with the youth to welcome them while the other facilitators are in the room waiting for the youth to enter. The facilitators in the waiting area will orient the youth to the activity. The facilitators in the space will start the rhythm and this will signal the facilitators on the outside to enter; they will be the first to enter and receive the instrument and continue with the rhythm as the youth pick up their instruments and form a circle.

Facilitator Note: Once everyone has entered the space and kept the rhythm (for a few moments) and will instruct each person in the person to stop the rhythm.

Warm-up Activity: Introductions and Expectations for the Retreat.

[30-45 minutes]

[Skills of Focus: Communication, Professionalism]

Activity: Icebreaker (Part two): Name Game- Following the drum circle, the facilitator will prompt the participants to share their names and play their instruments in a way that represents their names. The group will follow by saying the person's name and playing their instrument in the same way. The facilitator will model this process for them in the beginning, and then go around the circle.

{Materials Needed}:

- Drum Set
- Chairs
- Group will be in a circle

Facilitator note: Facilitators and youth will go develop group rules/norms focused on creating a safe and supportive learning environment.

Facilitator note: Facilitators will orient the youth to the space and explain:

- *Community spaces: White paper placed throughout the room; the youth will be encouraged to write their thoughts and feelings about space, the group, etc*
- *Restrooms*
- *Expectations of staying in the building during the retreat periods. Facilitators will provide an overview of the 2.5 days*

Introduction to Strengths: Flight Assessment

[45 minutes]

[Skills of Focus: All]

Activity: The youth will complete their Flight Assessment and facilitators will do a debrief about the experience.

{Materials Needed}:

- Device to complete Flight assessment (e.g. phone or iPad)

Facilitator note: The assessment should take about 15 minutes to complete. Once everyone has completed the information they will immediately receive the results in their email. However, please encourage the youth to not review any of the information until the following day.

Guided Discussion: What are your initial thoughts? Have you thought about any of these questions before? Did any of your responses surprise you? What is something new and/or different that you learned about yourself?

Facilitators note: Provide an overview of the Flight Assessment and how it will be used throughout the training and what the information tells us. The goal of the Flight Assessment is not to say that one behavioral style is better than the other but rather to point out some strengths and potential areas of growth.

Activity: Individual Debrief

[10 minutes]

{Materials Needed}:

- Lined writing paper or journals
- Pen/Pencil

The participants will spend some time writing in their journals reflecting on their initial thoughts on the day, goals, and hopes for the retreat, and what is the reason they decided to participate.

Facilitator note: This is an opportunity for the participants to engage in self-reflection about how they are coming into this retreat. This will be something you can reference during the last day closing out ceremony on what has changed or become stronger for them.

Activity: Group Debrief

[20-25 minutes]

{Materials Needed}:

- Markers and Large Post-it Paper

Facilitators will lead a debriefing session with the participants about the session.

Facilitator Note: This goal is to prepare the participants for the next couple of days. There are going to be a lot of activities that will require the participants to engage in self-reflection and work with others.

Day 2: How do I tap into my strengths?

[Skills of Focus: All]

The groups will have time throughout the day to work on developing their performance piece. The performance/art piece can be anything (e.g. song, drawing, performance skit, etc) but needs to have a tangible contribution from each member and must express their future selves. Group participants will be granted the opportunity to complete the goals and budgets listed in the Commitment to Self and Budgeting sections. Participants will be given “currency” to pay for their particular needs (e.g. Rent, Groceries, Passion, Group Session time, Etc.)[See Below]. Participants will be expected to use their budgets to achieve their goals. Participants will have the opportunity to purchase canvases, instrumentals, art supplies, studio time, acting critiques, etc. with the currency provided at the beginning of the group. Participants will work with Facilitators as coaches to complete a passion project, which they will present to their peers, and/or family at the end of the Retreat weekend.

Examples of Passion Projects, Facilitator Roles, and Budgeting Needs:

- *Song Writing/Recording.*
 - *Needs: Recording equipment/Original Instrumental Music, Studio time.*
- *Canvas Art*
 - *Needs: Canvas, Paint, Facilitator Assistance, Paper, and art supplies*
- *Monologues*
 - *Needs: Script writing, Acting critiques*
- *Poetry*
 - *Needs: Writing paper, Pens, Facilitator feedback.*

Activity: Icebreaker (Part two): Drum Circle

[10-15 minutes] 9:00 am-9:15 am

{Materials Needed}:

- Drum Set

The facilitator will begin leading the drum circle from the middle, while another facilitator is in charge of keeping the pace of the drums on the bass drum. Next, the facilitator will invite participants this time to pick which instrument they would like to use. Then the facilitator will lead the drum circle from the middle, prompting the client to play louder, softer, slower, and rumble on each side. After, the facilitator will prompt participants to “bop” the person to the left of the instrument. Next, the facilitator will then allow for participants to come into the middle of the circle to lead as the facilitator did. Finally, the facilitator will assist the participant in this process.

Facilitator Note: The facilitators will Review Rules/Group Norms and provide an Overview of the Day: Tapping into your superpower.

Facilitators will discuss the outcomes of the Flight Assessments with the youth and discuss how this information can be used.

Guided questions: What do you think about the information you received? What do you agree with? What do you disagree with? What interested you the most?

Facilitator note: Youth will be randomly assigned to performance groups based on their Flight Assessment results. Ideally, each behavioral type will be represented.

Activity: Flight Assessment

[20-25 minutes] 9:15 am-09:30 am

[Skills of Focus: All]

The youth will be divided into groups based on their dominant style from their Flight Assessment. In their groups, they will describe the characteristics (based on their flight assessment) that they believe would be important for others to know when working with them.

{Materials Needed}:

- Markers and Large Post-it Paper

Facilitator Note: Facilitators will lead a debriefing session with the youth about the session.

Section: Life Happens/Budgeting

[35-40 minutes] 09:30 am-10:10 am

[Skills of Focus: Higher level thinking]

Activity: Industry Presentation

Participants will be given 1-months expenses to go along with their now-established goals. These living expenses will include:

- Rent
- Groceries
- Car note/ transportation
- Pay for passion (Acting classes, Recording/Studio time, purchasing painting materials, finding venues to present your poetry/artwork, Etc.)

{Materials Needed:}

- Expense Page/Budget
- Prop Money to spend

Facilitator note: During this activity, the facilitator(s) should walk around and discuss with the participants how they can to their conclusions about the cost for their living expenses. Are these costs realistic? Are there costs they are not considering? How much are they considering saving?

Once this activity is complete, the participants will share their budgets with the rest of the group.

Facilitator note: Discuss with the group what are the differences and similarities in their lists. Also, ask the group what feedback they might give their peers on how to improve their budgets.

Section: Communication Skills

[35-40 minutes] 10:10 am-10:50 am

[Skills of Focus: Communication, Team Work, Professionalism]

Teamwork: What makes a good co-worker/team member

Activity: Drum Games

- Drum Wave- The facilitator will introduce the drum games with a drum wave. This will be done with the body (i.e. Body Percussions- hands, feet, knees, chest, etc.), not with drums. Similar to a baseball crowd wave, the facilitator will start by hitting the drum once, and participants are to follow him one by one. The facilitator will continue to hit the drum up to 5 times if participants can keep up the wave.
- Call and Response w/ affirmations- The facilitator will continue with the Body Percussions and lead participants in an affirmation activity by repeating phrases as he models which body parts go with each word
- Affirmations- We're A Community
 - I can do something new
 - I express myself through Music
 - I accept you, you accept me
 - We can all work together
- Drum Rumble- Facilitator will pick participants at random to lead a drum rumble from the middle of the group (louder, softer, faster, slower).

{Materials Needed}:

- Bass Drum
- Drum Set

Facilitator Discussion: What makes a good community? How can you contribute to a good community? How come this would be important at work?

Discussion question: Thinking back to your Flight Assessment. What are the characteristics that make you a good team player? What could become behaviors that could come up for you that might make you less than an ideal team player?

Activity: Planning for Performance Piece

[25 minutes] 11:00 am-11:30 am

[Skills of Focus: All]

The participants will be divided into small groups based on the results from their Flight Assessments. During this activity, the participants will spend some time coming up with some initial ideas and planning for their performance piece.

Facilitator note: During this time, walk around the room and offer support with the planning and division of responsibilities. Their different leadership styles will start to emerge during the planning so you can reference this process in the next sections because they will become more relevant. Also, remind them that the goal is not to complete the activity but to start brainstorming ideas.

Section: Managing Conflict

[35-40 minutes] 11:30am-12:10pm

[Skills of Focus: Self-control, Communication, Professionalism]

Quote: "It's Only Human to express the way you feel, but that same humanity is my Achilles' heel." - Black Thought (The Roots)

Discussion: What does this quote mean to you? Can you give an example?

- **Facilitator will allow participants 10-15 minutes to write down either an experience that made them make, or a list of "pet peeves".**
- **Facilitator will discuss anger with the group, and how feelings of anger are different from actions of anger.**

Activity: Colors

- The facilitator will hand out different colored cloths (or paper) to the group, and explain what each color represents using the "Anger Thermometer"
- Facilitator will share examples of situations and ask participants to hold up a color to represent if this makes them upset, how upset it may make them, and what they should do regarding their anger.

{Materials Needed:}

- Colored paper (based on Anger Thermometer)
- Lined writing paper or journals that each participant can keep track of the entire weekend
Pens/Pencils
- Situational Prompts

Reflection on Flight Assessment: What is accurate about how it describes how you experience conflict? How is this inaccurate? What would you like to do differently?

Activity: Individual Debrief

[10 minutes]

{Materials Needed}:

- Lined writing paper or journals
- Pen/Pencil

The participants will spend some time writing in their journals reflecting on their initial thoughts on the day, goals, and hopes for the retreat, and what is the reason they decided to participate.

Facilitator note: This is an opportunity for the participants to engage in self-reflection about how they are coming into this retreat. This will be something you can reference during the last day closing out ceremony on what has changed or become stronger for them.

[LUNCH]

Section: Asking for Help

[35-40 minutes] 1:00 pm-1:40 pm

[Skills of Focus: Higher Order Thinking, Communication Skills, Team Work]

Quote: “And the problem is, if you don’t risk anything, you risk even more” – Erica Jong

Discussion: What does this quote mean to you? Can you give an example?

Activity: “Can you finish what I started?”

The facilitator will hand out Coloring pages to each of the participants to complete (or the facilitator will prompt participants to draw a picture if they would prefer doing that). Facilitator will then prompt participants to hand their artwork to a person with another behavioral type and ask them “Can you help me with this” until they have someone from each group that can help them, Facilitator will prompt the group to complete the unfinished project for someone else. Facilitator will then engage the group in discussion (i.e. was this a difficult activity, did you like what you saw once the other person completed the tasks, building trust, and communicating expectations.

{Materials Needed}:

- Paper
- Pen/Pencil
- Markers/Crayons
- Canvas (optional)
- Paint (optional)

Facilitator Note: Facilitators will walk around the room to make and observe the process. The facilitators will focus on what seemed to work in the group. What patterns did they notice? How did the group help each other?

Activity Debrief: How does this apply to working with others? How did it feel to ask for help? What happened when you asked for help?

Section: Coping Skills

[15-20 minutes] 1:40 pm-2:00 pm

[Skills of Focus: Communication Skills, Self-control]

Icebreaker (Part two): Free Art

Facilitator will allow participants time to paint, draw, and color whatever they want on a sheet of paper. The facilitator will also ask the participants to do a self-rating before and after they complete the activity. For example, from 1-10, 1 being completely relaxed and 10 being the most stressed possible where do you rate yourself at the start of the activity and the end?

Facilitator note: Add background music and encourage the participants to draw, paint, and color without judgment. Remind the group that this is not a competition but rather a time to relax.

Discussion questions: How was this activity? What do you notice about yourself and how you felt during this time?

Activity: Passing through the Valley to the Mountain

[35-40 minutes] 2:00 pm-2:40 pm

The facilitator will hand out a painting canvas to participants instructing them to create an image of a valley with a mountain at the top of either side of the valley (Facilitator will provide an example of this drawing/painting for the group to see). Next, the facilitator will begin discussing a low point in someone's life (for a younger group facilitator will ask what things that are hard for them to do). After the facilitator will ask the participants what they can do to begin to climb up their mountain to get to the top (i.e. coping skills, or superpowers). Finally, the facilitator will ask participants to begin creating a bridge in their pictures and review with participants what they learned from going through the "valley" or hardship in their life.

Facilitator note: Be sure to show the participants completed examples so they have a model.

{Materials Needed:}

- Canvas
- Paint
- Markers
- Examples of the Art

Discussion questions: What is it about you? Your family? The community you have grown up in that helped you develop the skills/resources to overcome this low point? How will this help you in your future journey?

Facilitator note: This is a great time to recognize the overall strength and resilience in the group. Verbal praise and active listening are important for facilitators to practice during this time.

Activity: Planning for Performance Piece

[25 minutes] 2:40 pm-3:10 pm

[Skills of Focus: All]

The participants will be divided into small groups based on the results from their Flight Assessments. During this activity, the participants will spend some time coming up with some initial ideas and planning for their performance piece.

Facilitator note: During this time, walk around the room and offer support with the planning and division of responsibilities. Their different leadership styles will start to emerge during the planning so you can reference this process in the next sections because they will become more relevant. Also, remind them that the goal is not to complete the activity but to start brainstorming ideas.

Section: Self-Awareness and Building Self-Esteem

[35-40 minutes] 3:20 pm-4:00 pm

[Skills of Focus: Communication Skills, Communication, Positive Self Concept]

Activity: I AM POEM

Facilitator will show a demonstration of the I AM poem, and prompt participants to complete their poems. If the group has trouble doing it on their own, the facilitator will write down the poem as participants share to complete it as a collective. Next, the facilitator will prompt participants to write out the poem and decorate their papers. Once the participants have completed their poems the facilitator will prompt them to share their art with the group

{Materials Needed:}

- Guided Prompt
- Pen/Pencils
- Polaroid Camera
- Paper (More decorative)
- Hand Mirrors
- 8x11 Picture frames

Or Mask Activity

Facilitator will prompt participants to paint, draw, or write on the paper mask shared with each of person. The facilitator will share prompts/examples of what they may put on their masks to continue building rapport, and open communication with participants.

The facilitator will prompt participants to create their art on the outside of the mask as either how they have been described by others, or how they believe the “world” sees them (e.g. Black man, depressed, standoffish, strong, etc). Participants will then be invited to create who they see themselves as, and/or who they dream to be (e.g. Successful Black Man, Mentally/Emotionally Able, Approachable, etc).

Facilitator Discussion: What are the parts of who I am that I openly share with others? What are the parts of myself that I am not willing to or ready to share with other people?

Facilitator note: Encourage the participants to balance “being too safe” with “challenging themselves”. Also, have to manage the time during this session, so you might need to set time limits (ie 3 minutes for each person). If the facilitators note youth having difficulty with this exercise make sure to check in with them during the break.

{Materials Needed:}

- Paper Masks
- Markers/Color Pencils
- Desk to complete activity

Group Checks Out: What is one thing you’d like the group to know about you now that you were not willing to share in the beginning?

Activity: Individual Debrief

[10 minutes]

{Materials Needed:}

- Lined writing paper or journals
- Pen/Pencil

The participants will spend some time writing in their journals reflecting on their initial thoughts on the day, goals, and hopes for the retreat, and what is the reason they decided to participate.

Facilitator note: This is an opportunity to the participants to engage in self reflection about how they are coming into this retreat. This will be something you can reference during the last day closing out ceremony on what has changed or become stronger for them.

Activity: Group Debrief

[20-25 minutes] 4:00 pm-4:30 pm

{Materials Needed:}

- Markers and Large Post-it Paper

Facilitators will lead a debriefing session with the participants about the session.

Facilitator Note: This goal is to prepare the participants for the next couple of days. There are going to be a lot of activities that will require the participants to engage in self-reflection and work with others.

Day 3: Integrating the Information and Moving Forward

[10-15 minutes] 9:00 am-9:15 am

Check-in with Kalimba (Facilitator will ring the bowl to quickly check in with group participants).

Quote: “Watch your thoughts; they become your words. Watch your words; they become your actions. Watch your actions; they become your habits. Watch your habits; they become your character. Watch your character; it becomes your destiny” – Frank Outlaw

Discussion: What does this quote mean to you? Can you give an example?

Facilitator note: This will be the last day of the retreat so give them an overview of what to expect during the plan. Also, this will be a day that also focuses on termination so be sure to monitor group dynamics throughout the day.

Activity: Performance Planning and Preparation

[25 minutes] 9:20 am-9:50 am

The participants will be divided into small groups based on the results from their Flight Assessments. During this activity, the participants will spend some time coming up with some initial ideas and planning for their performance piece.

Facilitator note: During this time, walk around the room and offer support with the planning and division of responsibilities. Their different leadership styles will start to emerge during the planning so you can reference this process in the next sections.

Section: Goal Setting

[35-40 minutes] 10:00 am-10:40 am

[Skills of Focus: Positive self-concept High Order Thinking]

Activity: “Give it away, Get something else back” (Drumming)

Facilitator will instruct participants to write down 2 barriers, problems, issues, setbacks, or things that they may like to change about their life/situation. After the facilitator will prompt participants to share their “change” and play it out on the drum (or they can just play it out on the drum if they don’t want to share it verbally). After the participants play, the other participants are to play back what they just heard on their drums as well. Following everyone sharing, the facilitator will lead the group in a rumble in

representation to shake what they just shared off and start fresh. Next, the facilitators will prompt participants to throw their paper in the middle of the drum circle as a representation of “throwing it away” and play the rhythm of their journey (struggles, ups and downs, motivation, and where they are now)
{Materials Needed:}

- Drum Set
- Paper
- Pen/Pencils

Discussion Questions: How did it feel to play out your change, setback, barriers, issues, etc.? Did it sound different when you listened to others play it? What did rumbering those things out do for you, if anything?

What are some examples of how you have worked out similar conflicts in your life? What are some things that have been helpful? What are some challenges you have experienced?

Facilitator note: The goal is to help the participants connect this experience to how they have worked through conflict to achieve a goal. For example, ask the participants what encourages you to work through challenges toward your goals? This will be the transition to the next activity.

Activity: Flight Assessment Reflection

[35-40 minutes] 10:50 am-11:30 am

[Skills of Focus: All]

Facilitators will lead small group discussions with the participants based on the information in the Flight Assessments and focus on the following questions:

{Materials Needed:}

- Flight Assessment
- Pen
- Journal
- Markers
- Large Post It Paper

Discussion questions: What points from "Greatness is Upon You" resonate as the most important to you, and why?

- **Given your goals, how is your current level of "Flight Attendant" behavior serving you? Would you be better served by adjusting this behavior up, down, or not at all?**
- **Given your goals, how is your current level of "Grounds Crew" behavior serving you? Would you be better served by adjusting this behavior up, down, or not at all?**
- **Given your goals, how is your current level of "Air Traffic Controller" behavior serving you? Would you be better served by adjusting this behavior up, down, or not at all?**
- **Given your goals, how is your current level of "Pilot" behavior serving you? Would you be better served by adjusting this behavior up, down, or not at all?**

Facilitator Note: [see page 18 of the Flight Assessments] During the group activity, you will write out some general ideas for the participants on the large Post-it paper but encourage them to write down this information in their respective journals so it is relevant to them.

Section: Goal Setting What is My Why and How do I get there?

[35-40 minutes] 11:30am-12:00pm

Quote: "The great danger for most of us lies not in setting our aim too high and falling short; but in setting our aim too low, and achieving our mark." –Michelangelo

Activity: What's Your Why

[Skills of Focus: All]

{Materials Needed}:

- Flight Assessment
- Pens
- Journals

Facilitator Note: [see page 19 of the Flight Assessments for the questions. The facilitators will reference pages 13 and 15 on the Flight Assessment to facilitate this activity.]

The facilitators will lead small group discussions with the participants and walk them through the following discussion questions.

Discussion questions: What are your initial thoughts about what was included in the "What's your Why" section of your Flight Assessment? What things would be helpful? If you see something that would not be helpful, how could you make it useful?

How will you implement the points from "What's Your Why" to help you stay motivated to succeed as bad as you want to breathe?

What is the #1 most critical area of improvement to work on from "You Owe You"? What actions will you take to improve in this area?

[LUNCH]

Activity: Setting Your Plan [Discussion on creating SMARTER goals]

[35-40 minutes] 1:00pm-1:40pm

[Skills of Focus: All]

The facilitators will lead a large group discussion on creating SMARTER goals with the participants.

- Specific (simple, sensible, significant).
- Measurable (meaningful, motivating).

- Achievable (agreed, attainable).
- Relevant (reasonable, realistic and resourced, results-based).
- Time bound (time-based, time-limited, time/cost limited, timely, time-sensitive).
- Evaluated
- and Reviewed.

Discussion questions: Have you heard of this idea? What is the benefit of setting SMARTER goals?

Facilitator note: This activity will be used in tandem with the vision board exercise (see below). The idea is to introduce the participants to the concept and they will develop their own SMARTER goals connected to their goals for their vision boards.

Activity: Imagining Your Future [Vision board activity]

[35-40 minutes] 1:40pm-2:20pm

[Skills of Focus: Positive self-concept, Self-control, Communication, Professionalism, and Higher order thinking]

{Materials Needed}

- Markers
- Poster paper
- Paint
- Images (e.g. magazines)
- Glue

The participants will create a vision board based on their personal and professional goals. The participants will also create SMARTER goals based on the next 3, 6, and 12 months to get them closer to accomplishing their goals.

Facilitator note: All of the facilitators will walk around the room to check in with the youth as they are writing out their SMART goals. The goal is to help develop their SMART goals and prompt them if they are off track. For example, are their SMART goals realistic within the timeframe they have to give themselves? If not, how could they adjust it? Alternatively, are they selling themselves short? If so, nudge them to have stretch goals.

Once the participants complete, this activity they will share their vision boards and SMARTER goals with the larger group.

Activity: Performance Planning and Preparation

[25 minutes] 2:30 pm-3:00 pm

The participants will be divided into small groups based on the results from their Flight Assessments. During this activity, the participants will spend some time coming up with some initial ideas and planning for their performance piece.

Facilitator note: During this time, walk around the room and offer support with the planning and division of responsibilities. This will be the final preparation so they should be prepared to present toward the end of the day.

Section: Commitment to Self

[35-40 minutes] 3:00 pm-3:40 pm

[Skills of Focus: All]

Activity: Letter writing to self

{Materials Needed:}

- Pens/pencils
- Writing paper
- Envelopes (optional)
- Mailing Stamps (optional)

Group Discussion questions: What are the 3 goals you have made for yourself that will bring you closer to what you have written on your vision board

Facilitator note: Prompt the participants to share something that is “safe” but also challenge them to go outside their comfort zone.

Facilitators will explain that the youth will receive this again during the quarterly convening. The facilitators will also use the following prompts to guide this activity:

- **What is the reason you believe you were selected for this retreat?**
- **How do you plan to apply what you learned?**
- **What else would you need to be successful?**
 - **Who could help you?**
 - **How will you seek this help?**
- **What outcome are you expecting to see from yourself after this retreat?**
 - **How will you know when you are off track?**
 - **What would you do to get yourself back on track?**

Section: Closing Out

[40-45 minutes] 3:40 pm-4:20 pm (large meeting space)

[Skills of Focus: All]

Activity: Rites of Passage

Participants will be allowed to display their art at a “showcase” in front of an audience. It represents the completion of goals and task management.

{Materials Needed:}

- Instrumental Music
- Canvas

- Paint
- Color pencils
- Markers
- Journals/Writing Papers
- Pens

Activity: Transitioning Out

[40-45 minutes] 4:20-5:00 pm

[Skills of Focus: All]

{Materials Needed:}

- Musical Instruments
- Aminigram 12 Pack, 12 OZ Frosted Candle Jars with Bamboo Lids
- Pens
- Small folded sheets of paper to go into the jars
- Markers

Each participant (and facilitator) will be handed an instrument. They will be prompted to start playing the instrument in a circle. Each person will be invited to share 3 commitments they are making as they “start their journey” after the retreat.

After the facilitators will offer words of hope to the participants and give them an affirmation jar (positive notes from each of the facilitators that they will carry with them).

Facilitator note: This activity can take some time so encourage each of the participants to spend no more than 3 minutes discussing their commitments. After everyone has shared out do a collective acknowledgment of the group's time and commitment to the process.

Once this activity is complete the facilitators will discuss the next steps (e.g. quarterly convening, meeting with the case manager, etc) to set expectations for the next meeting.

Quarterly Convening: Welcome Back

Objectives to be measured

- Knowledge: Participants will learn key soft skills (e.g. positive self-concept, self-control, communication, social skills, and higher-order thinking (which includes problem-solving, critical thinking, and decision-making).
- Attitudes: Participants will increase their confidence and commitment to integrating soft skills in complex work environments
- Behaviors: Participants will implement these in complex work environments.

Facilitators Note: The Kalimba will be used to transition the youth back to the activity. from activity to activity. The person (or team) that is facilitating the section will take the lead by ringing the bell. In each activity, there should be between 1-2 facilitators leading the activity while the 1 facilitator is timekeeping and offering support and the other facilitator(s) are preparing for the next activity.

Welcome

Activity: Drum Circle: As participants walk into the room they will be handed an instrument by a facilitator. They will be prompted to come in and begin playing along with the other group facilitator who is already playing the drums.

{Materials Needed:}

- Drum set
- Chairs
- Group will be in a circle

Facilitator note: Two facilitators will be in a “waiting area” with the youth to welcome them while the other facilitators are in the room waiting for the youth to enter. The facilitators in the waiting area will orient the youth to the activity. The facilitators in the space will start the rhythm and this will signal the facilitators on the outside to enter; they will be the first to enter and receive the instrument and continue with the rhythm as the youth pick up their instruments and form a circle.

Facilitator Note: Once everyone has entered the space and kept the rhythm (for a few moments) and will instruct each person in the person to stop the rhythm. This activity is designed to reorient and unify all of the participants in their retreat experience.

Warm-up Activity: Introductions and Expectations.

Activity: Icebreaker (Part two): Name Game- Following the drum circle, the facilitator will prompt the participants to share their names and play their instruments in a way that represents their names. The group will follow by saying the person's name and playing their instrument in the same way. The facilitator will model this process for them in the beginning, and then go around the circle.

{Materials Needed:}

- Drum set
- Chairs
- Group will be in a circle

[Skills of Focus: Communication, Professionalism]

Facilitator note: Facilitators and youth will go develop group rules/norms focused on creating a safe and supportive learning environment. All of the cohorts will be familiar with this process so the idea is to reorient them to the group rules/norms they created during their retreat.

Activity: Group Sound Bath

Each retreat group will have a few minutes to create a sound that represents their group. They can use any of the available instruments and everyone in the group will have to contribute to the creation of the sound. Once they have completed this within the allotted timeframe each group will go around the circle and share their group's sound.

Facilitator note: This activity is designed to continue to develop group cohesiveness since the previous retreat. Remind the participants that the sound does not have to be "perfect" but representative of them.

Activity: Small Group Discussions

Each retreat group will be separated and the facilitators will lead small group discussions on their experience since the last retreat. The youth will also be given their letters and Flight Assessments again. The facilitators will focus on the following questions for the youth:

- How much closer have you come to the goals you wrote in your letter?
- What have been some of the skills and information that you have learned along the way that has helped you? What are some of the strengths you have tapped into that have helped you? What information from your Flight Assessment have you used that has been helpful?
- What have been some challenges for you in accomplishing your goals? What has gotten in your way? Have there been things about your behavioral patterns (Think Flight Assessment) that have been a barrier for you?
- What are your next steps?

Activity: SMARTER goals Revisited

The facilitators will lead a large group discussion on creating SMARTER goals with the participants.

- Specific (simple, sensible, significant).
- Measurable (meaningful, motivating).
- Achievable (agreed, attainable).
- Relevant (reasonable, realistic and resourced, results-based).

- Time bound (time-based, time-limited, time/cost limited, timely, time-sensitive).
- Evaluated
- and Reviewed.

The facilitators will recall SMARTER goal/Vision Board activity from the retreat and guide the participants in a discussion to Evaluate and Review the goals they developed during the retreat. The facilitators will guide the participants with the following prompts. Based on what you discussed in your small group discussions:

- How have your goals changed or stayed the same since the retreat?
- What do you need to do to stay on track (or get back on track with your goals)?
- Who can help you achieve your goals?

Facilitator note: The participants might not recall exactly what goals they developed during the retreat so you can prompt them to remember as much as they can about their goals and base the activity on what they remember. If they cannot remember anything related to their goals, you can prompt them to develop new goals.

Closing Activity

The goal is to connect the participants back to existing community supports to continue their journey.

G.I.F.T.S: Giving Individuals Freedom Through Sound

Futures First Evaluation Plan

Retreat Evaluation Objectives

Knowledge

Participants will learn terminology and how key workforce skills are applied in professional settings (e.g. positive self-concept, self-control, communication, social skills, problem-solving, critical thinking, and decision-making)

Attitudes

Participants will practice and receive feedback on increase their confidence and commitment to integrating workforce skills in work environments

Behaviors

Participants will practice and receive feedback on how to implement new or modify their behaviors during complex work environments. Facilitators will observe and provide praise and guidance on behaviors that should continue to evolve in the workplace.

Self-Awareness - The Flight Assessment

The Flight Assessment will provide a personalized guide of their strengths and areas of improvement in the following areas:

- **Interactiveness:** An individual's preference toward interacting with and influencing others
- **Stabilizing:** An individual's preferred pace and workflow within a given environment
- **Cautiousness:** An individual's tendency for dealing with rules, protocols, and systems
- **Decisiveness:** An individual's preferred approach to solving problems and making decisions

Workforce Skills

Participants will be taken through a myriad of activities, that use creativity, the arts, and self-awareness (The Flight Assessment) to identify, practice and improve on the following workforce skills:

- Positive self-concept,
- Self-control,
- Communication,
- Social skills,
- Professionalism,
- Teamwork
- Higher-order thinking (which includes problem-solving, critical thinking, and decision-making).

Facilitation and Retreat Satisfaction

Participant satisfaction will be focused on Culturally Affirming practices, with a variety of role models of Facilitators. The common denominator of the facilitators is their passion for working with young people and how their own lived experiences have supported their personal and professional development. Each retreat will be prepared and curated with the age range, and developmental ability of the cohort participants. The participant satisfaction, and dignity provided by the facilitators and exploring their self-worth is of uppermost importance.

Methods/Data Collection

Youth Pre/Post Surveys

Utilizing online pre & “post surveys, the participants will be asked questions regarding their knowledge, self-awareness, and attitudes to note any self-report differences.

Before the quarterly convening behavioral change questions will be asked to give time in between their retreat and the participants engaging in workforce activities.

At each end of the retreat, there will be satisfaction level questions regarding logistics, food, location, and facilitation regarding how to improve the retreats and overall process going forward.

Facilitator Observation

Upon completion of the retreat, Facilitators will write a reflection on the 20-hour experience and note any salient points, and any moving and inspiring actions that occurred that were transformative. These reflections will not be “case notes” but they will be more qualitatively capturing the essence experience of change that occurred during the retreat.

Focus Group

One of the activities during the Quarterly Convening will be conducting a 45-minute post-retreat focus group with a mixture of the cohorts to encourage dialogue and cross-participation. The focus group will seek out processes and practice reflection on how the retreat lessons and activities have transferred during their workforce activities (e.g. internships, apprenticeships, jobs, etc.).

Life Coaches

Before each quarterly convening the Life Coaches will be invited to attend an online 60-minute focus group in which they share the impact the retreats have had on their youth from their perspective.

Facilitators

Pre/Post Surveys

Facilitators will be asked pre- and post-questions regarding their level of preparedness and engagement with the curriculum given the youth they were working with that weekend.

At each end of the retreat, there will be satisfaction level questions regarding logistics, food, location, and facilitation regarding how to improve the retreats and overall process going forward.

Focus Group: Post Training

Upon completion of the weekend retreat, the facilitators will participate in a 45-minute debrief and reflection about their experiences, strengths, and areas for improvement regarding the curriculum, team facilitation, and group cohesion.

Retreat Facilitators

Wayne Bennett	Wayne Bennett is an experienced Behavioral Health Specialist with over 10 years of experience providing behavior modification techniques (i.e. expressive arts, drumming, yoga, conflict resolution, etc) and advocacy to diverse at-risk justice-involved communities in Los Angeles County. Wayne is committed to learning new skill sets to enhance his ability to serve his clients, as he will be obtaining a Certification as a Health and Wellness Coach (September 2021) and Mindful Meditation Teacher (December 2021)
Raelene Child	Raelene Child has taught and mentored youth for the last 16 years and specializes in helping students to connect with their environment and community. After growing up in East Los Angeles and being raised by a single mother, she was the first in her family to attend college and graduated with a Bachelor of Science degree in Networking and Communications Management and a master's degree in Science Education. Early in her career, she worked as a science educator and volunteer manager. Raelene is now the program director at a local nonprofit where her primary role is developing community leaders. She is also a wife and mother living in Long Beach who also loves giving back to her community.
David Saucedo	I have 15 years of experience in the Mental Health field, working with the population of children 0-5. Provided day treatment intensive services to distressed children, between the ages of 3- 5 years for over 8 years in Spaw 6. I taught Advanced Parenting classes and facilitated Mommy, Daddy, and Me, and guest lectured at Cal State Long Beach Masters in Social Work students on topics related to 0-5. In addition, I facilitate the Fundamentals of Father Hood Parenting class for the City of Long Beach. Through a combination of teaching and providing directed services I have acquired the ability to support many families in reaching optimal health. In addition to direct services, I supported Shields For Families in community outreach, collaborated, and built relationships with community leaders. I worked with young adults in the community Of East Los Angeles in the capacity of a mentor.
Michael Clay Jelks	<p>Michael Jelks is a bilingual (Spanish and English) professional passionate about facilitating environments that develop those affected by systems in our society. Michael has 6 years of experience working with nonprofits that serve former foster youth, homeless adults, and the TAY population to better sustain themselves. He studied Sociology at the California State University of Los Angeles.</p> <p>Michael is a musician, performer, and motivational speaker. Michael has worked with DCFS, Lynwood Correctional Center, United Friends of Children, A Sense of Home, Fathers & Families Coalition, Nehemiah Project, Epic Summit, and Compton Youth Leaders to share his talent and facilitate workshops, speaking engagements, and round table discussions. Michael has co-created a workshop named Broken Silence centered around the importance of storytelling and healing</p>

	from trauma. Michael seeks to help shape our communities by collaborating with other organizations, that want to aid those affected by the criminal justice system, the foster care system, homelessness, and those affected by the inner city
Julio Cruz	Over 10 years of non-profit and community program development experience in dual-generation, strengthening families & community based, and youth-focused services. Through a supportive and inclusive leadership approach, I contribute to expanding community members' outcome goals, professional employee mentorship, and integrated programs' service delivery.
Alba Danely Pineda	An advocate for social injustices in underserved youth communities. Leading with passion and purpose through lived experiences, compassion, and social entrepreneurship for youth wellness and intellectual & professional development. To conclude, a determined Latina breaking systemic barriers and empowering foster care youth with access to social resources, tools, and nurturing inclusive learning environments.
Ruth Guerrero	I am an artist at night and a full-time specialty boutique manager with a keen eye for detail during the day. Professional experience in sales, customer service, administrative work, and logistics. I seek a part-time or full-time position that will allow me to utilize my skills and experience, but ultimately my passion for education and youth mentorship.
Yoana Luna	Yoana Luna is the Regional Program Manager for Southern California. She brings a wealth of knowledge of services for children of all ages and their parents, community resources, and years of experience in home and clinical settings. Yoana holds a Master's in Marriage and Family Therapy and a Bachelor of Human Services with a concentration in Substance Abuse and a myriad of certifications in Trauma-Informed Care and Therapeutic Crisis Interventions, State of California Domestic Violence, and parenting models like Nurturing Parenting and Make Parenting a Pleasure to enhance service delivery and bring awareness to underserved communities through education and awareness,
Mykiea Russell	I am a music instructor, music artist, social media manager, content creator, community builder and best of all a mother to the most handsome and sweetest 6-year-old boy. And I just want people to know that they're loved, valued, and more than able to live the life they desire.
Mike Brown	My name is Mike Brown and I am an educator, public speaker creator of the podcast The Art of Letting Go, author, musician, and conversation facilitator. I am also a graduate of Xavier University of Louisiana, an HBCU in New Orleans. I have been working with black and brown young people for over 5 years as an educator between the ages of 5 years old and 25. I taught music at Citizens of the World Charter School. I have worked with organizations such as We Doing It Well, Feel Free to Feel Free, BRAFF, Can I Be Vulnerable, Black Man Now and the LGBT Center mentoring youth and holding talks/conversations. Currently, I am teaching podcasting as an after-school enrichment to middle schoolers. My most recent accomplishment was participating in a

	4-day residency hosted by Spotify and featured on a billboard in Times Square highlighting vulnerability and mental health.
Malcolm Harvest Jr	My Name is Malcolm Harvest Jr. I'm an Artist activist, Technology activist, and Civics Activist, looking to make an impact on the community while being of service by offering art as a direct medium of expression and understanding.
Joseemar Coreas	My name is Joseemar Coreas, I have been working as an educator and athletics coach since 2010. In 2017, I transitioned into mental health counseling, working as a counselor and case manager at College Bridge Academy - Compton. There I provided daily support to high school students in and out of school to improve students' overall well-being. I also conducted individual and group classes to help develop students' coping skills, financial literacy, and health habits. In 2021, I transitioned back to teaching and coaching youth sports teams.
Sonia Cristina Ortiz	My pronouns are she/her, and Ella en español. I am 36 year old, hardworking GuateMex wife, daughter, and friend. I have been working with my organization for 15 years and love what I do. I supervise 30 student clinics inside high school campuses, with a total of 24 staff members that report to me. I love working with youth and empowering them with knowledge about their health and the way to stay safe and succeed in life and their goals. I am a hands-on, fast learner and feel comfortable working alone and with others. I am happy to help and be of service to others.



RFQ HE18-099 PART II - Request for Quotes for Projects > \$25,000

The City of Long Beach (CLB) is soliciting quotes to identify firms to partner as subcontractors. A single project may require one or more subcontractors to provide programmatic or technical expertise. Providing a quote does not guarantee selection. This Request for Quotes is not transferable and is subject to the same terms and conditions listed in RFQ HE18-099. Selected contractor(s) will be notified in writing.

SCOPE OF WORK *To Be Completed by CLB Program Staff*

Project Name: Futures First Program - Culturally Affirming Retreat

Background

The Long Beach Department of Health and Human Services (Health Department) Office of Youth Development and the Department of Economic Development, Pacific Gateway Workforce Investment Network (Pacific Gateway) have received a combined \$3 million grant from the Conrad N. Hilton Foundation to launch the Futures First Program, which supports opportunity youth. Opportunity youth are young people between the ages of 16 and 24 who are no longer in school or working and face multiple life challenges.

The Futures First Program is an interdepartmental partnership with two primary program goals:

1. To establish a robust, systemic approach to support opportunity youth in Long Beach.
2. To increase access to culturally affirming supportive services and employment pathways for these young people.

The Program will serve 300 opportunity youth over three years. Of these, 150 youth will be specifically

Is an interview or oral presentation needed? YES Tentative Date: _____
NO

If a section(s) below is checked, the applicant must complete the corresponding section(s) on the following pages, and upload the entire document to Long Beach Buys by 5:00pm on 2/7/2023:

Part A Relevant programmatic logic model(s)

Scope of work, including description of expected outcomes, goals, objectives, process outputs, and activities to measure impact

Staff qualifications and availability

Part (B) – Budget: (2 pages max)

Rate sheet from Part I of the RFQ

Proposed budget and budget narrative

For questions regarding this solicitation, please contact Stephen James at Stephen.X.James@longbeach.gov.



RFQ HE18-099 PART II - Request for Quotes for Projects > \$25,000

PART (A) – NARRATIVE *To Be Completed by Applicant*

(3 pages max)

Relevant programmatic logic model(s). Upload separate document, if needed.

Scope of work, including description of goals, expected outcomes, objectives, process outputs, and activities to measure impact. Upload separate document, if needed.

Staff qualifications and availability. Upload separate document, if needed.



RFQ HE18-099 PART II - Request for Quotes for Projects > \$25,000

PART (B) – BUDGET *To Be Completed by Applicant*

(2 pages max)

Rate sheet from Part I of the RFQ

Proposed budget and budget narrative. Please attach budget separately, if needed.

EXHIBIT “B”

Rates/Charges

Per The City of Long Beach Request for Quote for Futures First Program - Culturally Affirming Retreat RFQ HE18-099 I submit the following proposal to develop and facilitate the Futures First Program Retreat. The proposal incorporates the principles of restorative community and healing practices, a Positive Youth Development Framework, and a Rites of Passage ceremony to promote social-emotional well-being and workforce preparedness for youth experiencing multiple barriers. The independent consultants have extensive knowledge of working with promising transitional age and using trauma-informed principles to facilitate a safe and supportive environment.

The overarching goals of the proposal for The Futures First Program-Culturally Affirming Retreat are to

1. To establish a robust, systemic approach to support opportunity youth in Long Beach.
2. To increase access to culturally affirming supportive services and employment pathways for these young people.

Objectives	Activities and Subtasks	Staff Assignment	Timeline	Deliverables
Facilitate a minimum of 20 culturally affirming, healing-centered retreats for between 12-20 participants	Retreat curriculum should include: <ul style="list-style-type: none"> • Develop a Culturally Affirming retreat curriculum for the Future First Program participants, opportunity youth ages 16-24. • Prior to the start of the retreat, youth will be provided an individualized <u>Flight Assessment</u> • Building relationships with self, family, and community • Interpersonal skills including personal accountability, goal setting, and positive relationship building • An opportunity for youth to develop a personal vision statement and at least one to two SMART goals to be finalized by the last day of the retreat. 	Lead Facilitation Consultant and Facilitation Consultant	May 1st, 2023-May 21st, 2024.	1) Shared retreat curriculum with Futures First Staff 2) Invite program participants to share Flight Assessment results with Life Coach (client will determine if this happens) 3) Ensure all retreat program participants complete Flight Assessment, and personal vision statement 4) Ensure all retreat program participants identify at least one SMART goal and have this goal shared with the life coach for inclusion in the participants individualized plan 5) Facilitate pilot of the retreat to ensure curriculum effectiveness and connection to life coaching (Continuous Quality Improvement)

	<ul style="list-style-type: none"> Facilitate a Rites of Passage ceremony that affirms the youth's personal commitment to proclaim and advance their vision statement 			Facilitate at least 20 cohort rites of passage
Develop and Facilitate post-retreat quarterly cohort gatherings	<ul style="list-style-type: none"> In partnership with the Future First Program Coordinator, develop and facilitate post-retreat quarterly cohort gatherings to provide the youth participants the opportunity to continue to create a sense of community and a peer support network. 	Lead Facilitation Consultant and Facilitation Consultant	May 1st, 2023-May 21st, 2024.	Quarterly convening deliverables will include: 1) Coordinating, along with the Futures First Coordinator, quarterly cohort gatherings (including providing refreshments and activities)
Develop a program evaluation tool to gather program participant feedback.	<ul style="list-style-type: none"> Develop and implement evaluation tools (e.g. survey, qualitative interview guide) to measure participant outcomes 	Internal Evaluation Consultants	May 19th, 2023-May 21st, 2024.	The deliverable will be the evaluation/ feedback tool and monthly reports of cohort feedback results.

Statement of Qualification and Availability

In the proposed grant, Kristopher McLucas, and his team will lead the following areas:

- 1) Develop a Culturally Affirming retreat curriculum for the Future First Program participants, opportunity youth ages 16-24;
- 2) Facilitate the Pilot Retreat for Future First Program;
- 3) Facilitate a minimum of 20 culturally affirming, healing-centered retreats for between 12-20 participants;
- 4) Develop and Facilitate post-retreat quarterly cohort gatherings; and
- 5) Collect Program Outcome Data.

The consultant team is available Friday-Sunday (or as needed) to fulfill the grant obligations. Included below are the consultant team's professional qualifications:

<p>Kristopher L. McLucas, LCSW, MPH-Internal Evaluation Consultants Kristopher McLucas, LCSW, MPH has been a practicing Social Worker for the past 13 years. Kristopher McLucas has led several consulting projects with Friends Outside in Los Angeles County (FOLA), Southern California Crossroads, and the City of Long Beach Department of Health and Human Services focused on youth, justice-impacted communities, father engagement, and providing trauma-culturally informed services.</p>	<p>Dr. Argelis A. Ortiz-Internal Evaluation Consultants Dr. Ortiz is a bilingual (Spanish and English) compassionate executive that is passionate, and eager to develop leaders and non-profit organizations to maximize their own potential! He obtained his B.A. from San Jose State University, Master's in Social Work, and Doctorate in Educational Leadership from the University of Southern California. At <i>silegra</i> he directs and leads the coaching, training, and consulting projects in which he applies two decades of direct social work experience.</p>	<p>Wayne Bennett, BS-Lead Facilitation Consultant Wayne Bennett is an experienced Behavioral Health Specialist with over 10 years of experience providing behavior modification techniques (i.e. expressive arts, drumming, yoga, conflict resolution, etc) and advocacy to diverse at-risk justice-involved communities in Los Angeles County. Wayne is committed to learning new skill sets to enhance his ability to serve his clients, as he will be obtaining a Certification as a Health and Wellness Coach (September 2021) and Mindful Meditation Teacher (December 2021).</p>	<p>Michael Clay Jelks Michael Jelks is bilingual (Spanish and English) and has 6 years of experience working with nonprofits that serve former foster youth, homeless adults, and the TAY population to sustain themselves better and maintain resources.</p>
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Budget and Budget Narrative: Futures First Program - Culturally Affirming Retreat RFQ HE18-099

Personnel Cost: Lead Facilitator, Facilitator, and Internal Evaluation Consultants

Lead Facilitation Consultant: Wayne Bennett, Lead Facilitation Consultant, will co-develop the retreat curriculum, train the facilitators, co-facilitate the Future First Program retreat, fill in for Facilitation Consultant (as needed) and participate in monthly Futures First Program partners meetings to discuss program continuous quality improvement options during the contract year at a rate of \$50/hr for a total of 685.5hours. **The total cost for the Lead Facilitation Consultant is \$33,275**

Facilitation Consultant(s): The(13) Facilitation Consultants will co-facilitate the bi-monthly Future First program retreat, makeup sessions (as needed), and quarterly convening; participate in monthly team planning meetings, and assist with program data collection during the contract year. This activity will be billed at \$40/hr for 167 hours per consultant. **The total cost is \$6,680 per Facilitation Consultant/\$87,005 Total**

Internal Evaluation Consultants: The Evaluation Consultants will co-develop the retreat curriculum; evaluate the pilot retreat, subsequent Future First program retreats, and quarterly convenings. Moreover, the Evaluation Consultants will participate in monthly Futures First Program partners meetings to discuss program continuous quality improvement options. These activities will be billed at \$80/hr for 120 hours. **The total cost for the Internal Evaluation Consultants is \$9,600**

Personnel Cost

Salary Line Item	Rate Per Hr.	Hours		Total
Lead Facilitation Consultant • Wayne Bennett	\$50	685.5		\$33,275
Facilitation Consultant(s) • Michael Jelks • David Saucedo • Raelene Child • Julio A. Cruz • Alba Danely Pineda • Ruth Guerrero • Yoana Luna • Malcolm Harvest Jr • Joseemar Coreas	\$40	167/Each Facilitation Consultant	\$6,680/facilitator	\$87,005

<ul style="list-style-type: none"> • Sonia Cristina Ortiz • Danielle Jelks • Henry Espinoza • Andres De La Peza 				
Internal Evaluation Consultants <ul style="list-style-type: none"> • Dr. Argelis Ortiz, MSW and Kristopher McLucas, LCSW, MPH 	\$80	120		\$9,600
Subtotal		926		\$129,880

Operating Expenses

Retreat Venue: The retreat venue will host 20 Futures First Program retreats and 4 make-up sessions during the contract year. This sum will pay for the rental of the retreat space to host 20 cohorts. Each retreat will consist of 2.5 days and the budget includes 4 make-up sessions of equal length of time as the retreat. **The total cost for this line item is \$27,000**

Facilitator Live Scan: Cost to Livescan the 10-15 facilitators for the Firsts First program. **The cost for this line item is \$1,000.**

Participant Light Refreshments: Cost to facilitate 20 cohorts with 12-20 participants in each cohort and provide refreshments for an average of \$6.00 per person/meal (or \$12.00/day) for 2.5 days=\$30.00/participant/cohort x 400 participants for a cost of **\$12,000**. The cost to facilitate 4 make-up sessions (1 per quarter) is \$6.00 per person/meal (or \$12.00/day) for 2.5 days=\$30.00/participant/cohort x 80 is **\$2,400**. Additionally, the cost of light refreshments for the **Quarterly Convening** is \$15.00 per person/ day x 120 participants/quarter is \$1,800 x 4 for a **cost of \$7,200**. **The subtotal cost for this line item is \$21,160.**

Participant Supplies: The costs for all supplies related to facilitating the groups include (but are not limited to), yoga mats, paint, canvases, paintbrushes, drums, and other facilitation materials. The cost for these items is **\$5,500**. Moreover, each program participant and facilitation consultant will receive a program t-shirt for a cost of **\$3,184** and each program participant will receive a personalized Flight Assessment that will be used during the retreat and quarterly convening for a discounted cost of **\$9,476** (Original price is \$147 per assessment). **The subtotal for these items is \$18,160.**

For the **Quarterly Convening**, the cost for supplies will be **\$2,000** at a cost of **\$6.33/per person**. This will include facilitation material such as **markers, notebooks, pens, etc.** Additionally, this program will also offer workforce development incentives during the quarterly convening. The incentives will include an opportunity drawing for gift cards for professional attire (20 people x \$50 gift cards). **The cost for this line item is \$1,000.** The subtotal cost for this line item is **\$3,000.**

Operating Expenses Line Item	# of Participants	Average Cost per Participant	Total
Participant Retreat: Supplies	220-400 participants	\$25.32	\$21,160
Facilitator Livescan	10-15	\$66.00	\$1,000
Participant Retreat: Light refreshments	24 cohorts of 12-20 participants	\$25.00	\$21,160
Venue	480	\$56.25	\$27,000
Subtotal			\$70,320

Administrative Cost.

Administrative Fee

This is the program administration costs to facilitate the implementation of the Futures First Program retreats. The total yearly cost at 10% of the program cost is \$19,800

Summary: Total Program Cost	Annually
Personnel Cost	\$129,880
Operating Expenses	\$70,320
Administrative Cost @ 10%	\$19,800
Total	\$220,000

EXHIBIT “C”

City’s Representative(s):

David McGill-Soriano

(562) 570-3253

david.mcgill-soriano@longbeach.gov

EXHIBIT “D”

Materials/Information Furnished: None

EXHIBIT “E”

Consultant’s Key Employee(s):

Kristopher McLucas

(909) 234-2731

klmclucas@gmail.com