

In-School Youth Year-Round RFP Bidders' Conference Question and Answer Document

GENERAL QUESTIONS (both models)

How many applicants will be funded for each model?

There is no established quota. This will depend on the comparative strength of all proposals.

Is the \$4.43M for both models or for each model?

The \$4.43M is the total funding available for both models under this RFP.

Can an organization apply for both models?

Yes, but it is not recommended and does not pose any advantage.

What are the expectations for the programming in the first 8 months (1st cohort's abbreviated program length) as compared to the expectations for the regular full year program cycle? What should ramp-up programming look like?

The 1st cohort that will only receive 8 months of programming for their first "year" will need to receive more intensive services than the following cohorts would receive during the regular full year of services. The manner in which this is done is flexible, but applicants must be very specific in their proposal as to how they will accomplish this given the shorter program period. One suggestion is to use the initial summer months for more intensive programming, but this is up to the applicant to propose.

Must all participants be Philadelphia residents?

Yes.

Are 12th graders allowed in the program during the first 8-month period?

No, they must be in 11th grade or equivalent (e.g. approximately 1.5 – 2 years to graduation).

Are we to set specific performance measures for the model or are we just to use the ones listed in the RFP?

The measures listed in the RFP are the ones that the system as a whole is accountable for reaching. However, applicants are encouraged to list any additional measures, as well as list benchmark measures and a clear plan with a timeline to reach those listed in the RFP. As a reminder, this first contract period of 20 months is *not* performance-based, but is a cost-reimbursement contract.

If providers are targeting youth with learning disabilities, can they have fewer than 25 youth?

It's possible, but you would need to make a strong argument for the number proposed and why it's appropriate in your proposal.

One of the WIA barriers listed is attending a Persistently Dangerous School. If a program is based at one of the Persistently Dangerous Schools, are all of the students automatically WIA eligible?

No – attending a Persistently Dangerous School satisfies the barrier requirement, but all students must also meet the WIA income requirements and other eligibility requirements

Where can information about the WIA barriers be found?

The barriers are listed in the RFP on page 5. A summary sheet is also available on PYN's website.

Will PYN help with verifying eligibility?

The burden of verification is on the contractor, but PYN will assist by providing training and a list of the barriers.

Are 11th graders that are not between the ages of 16 – 18 eligible for the program?

Yes. If students are on track to earn their high school diploma within two years, they can enroll up to age 21.

Does the table of contents count toward the page limit?

No.

Can charts/tables be single-spaced with reduced font size?

Yes.

BUDGET / CONTRACT QUESTIONS (both models)

Should we develop a 1-year budget or a 20-month budget?

The budget worksheet requires that you detail the budget for the first 8 months (January 2010 – August 2010), the following 12 months (September 2010 – August 2011), as well as the 20 month total contract period (January 2010 – August 2011).

What are administrative costs?

Costs not directly associated with service delivery / program expenses.

Does PYRAMID have to be included in the budget?

No. PYRAMID is web-based and will be provided at no cost to the provider. Training will also be provided free-of-cost by PYN.

What should be recorded on timesheets?

Timesheets are for youth wages and thus should only contain work hours (in other words, mentoring hours or additional service hours should *not* be listed).

INDUSTRY PIPELINE MODEL

Can you elaborate on the employer match of 50%?

The employer match is to be 50% of the *total amount* awarded. This can go towards student wages as well as staff support, and can be monetary or in-kind. This requirement helps to ensure the employer/provider is invested in the program.

Can the 50% match be provided by other funders?

No, it must come from the employer. The model is designed so that the employer directly invests in the program.

Has there been a requirement of “employer match” in the past? If so, at what percentage?

No, WIA funding currently supports only one pipeline program. However, employer matches are common in existing pipeline programs (not funded by WIA) around the city of Philadelphia.

Of the \$5,000 per slot, how much goes to student wages and how much goes to operating costs?

This is determined by the provider. It should be whatever makes most sense for the proposed program, but as a reminder administrative costs can only make up 10% of the total budget.

Is the \$5,000 an annual amount per slot?

Yes, but this is prorated for the original 8 month period. In other words, for the first 8 months the budget per slot (~25 students according to the model) is approximately \$3,333.33. For the remaining 12 months of the contract, the total allotment per slot is \$5,000 (~50 students according to the model, as the second cohort begins at this time). In total, the contract should amount to no more than \$333,333.33.

If providers/employers elect to pay students directly can they use PYN’s debit cards and will PYN manage payroll?

If paid by the provider/employer, they should run payroll. However, PYN can negotiate with the contractor on an individual basis if the employer is providing the wages.

Can the youth-serving organization be the employer?

Unlikely as this is not within the model’s intent to provide industry connections and fairly secure job guarantees after exiting the program. The youth-serving organization would have to make a very strong case for the non-profit / youth-serving sector as a high-wage, high-demand priority industry sector with the capacity to provide enough employment opportunities.

Are you looking for employers to be the lead applicant?

This is not a requirement but they can be.

Are letters of agreement with partners sufficient or are fully executed memoranda of understanding required?

Legal contracts are not required, but letters of agreement must be extremely explicit and clear in identifying all roles, responsibilities, and commitments for *all* partners.

Is there a benefit for applications that formally engage multiple employers?

No. A separate application must be completed for each employer/industry sector proposed. As each application will be evaluated on its own merits, there is no consideration in the reviewing process to attribute greater weight to a provider who proposes to serve more than one industry pipeline program.

Does each employer have to commit to taking on 25 youth or can one youth-serving organization utilize five employers, each committing to serving five youth?

It is possible for a youth-serving organization to partner with multiple employers in this manner *only if* all employers represent a coherent industry sector (e.g. all are within the creative economy). However, the model is also clear on the need for strong post-secondary connections / articulations and the ability for the youth to have a job opportunity in that industry sector following program completion, so strong justification would need to be made as to each employer's ability to provide those functions for the number of youth they propose to serve.

Can employers from different industries be used in one application?

No. The model requires that for a given program, if there are multiple employers they must all be within the same industry cluster.

What type of support can PYN provide in obtaining or searching for employers interested in this model?

PYN can support with some matching between interested employers / industry partners and youth-serving organizations. A list of interested employers is in development. Youth-serving organizations interested in matching assistance are encouraged to contact us at pynrfp@pyninc.org.

Is the primary role of the youth-serving organization with input/intake of each cohort?

No – in addition to handling eligibility and documentation for all students, the youth-serving organization is primarily responsible for preparing students (professional development, skill-building) for the workplace.

Have the eligible schools listed in the RFP already expressed interest in the program?

No, they have not been contacted specifically. These schools were selected because they have the necessary infrastructure to support this model.

What are the elements that make a school eligible for partnering in this program? What are the infrastructural components necessary for success?

The recommended schools listed in the RFP on page 11 are the Career and Technical Education schools and schools with a Student Success Center (and therefore have a Career Coordinator). Schools in the Multiple Pathways system (e.g. accelerated high schools, appropriate charter schools designated as part of the Multiple Pathways system) are also eligible to apply. The infrastructure that these schools have to support the industry pipeline model is the ability to roster students so that they may work at their internship during the school day, as well as having a curriculum that is or can easily be aligned with career education. Applicants are allowed to propose partnering with a

school outside of this list, but they must clearly demonstrate that the school will be able to fully support students in participating in the program, and be able to integrate the learning from the industry pipeline program into the student's day-to-day education at the school.

Should providers connect directly with the identified schools when writing the proposal to develop the relationship?

Yes – by the time the proposal is submitted, a school or schools must be identified and explicit commitments on the part of the school(s) must be stated in the proposal / letters of commitment.

If the program is run in several schools, do you need to submit an application for each school?

No, multiple schools in one application is fine so long as the school is not the primary applicant.

Do we need to allocate funds to compensate school-based personnel described on pages 14-15 of the RFP (principals, school coordinators, teachers, etc)?

Generally, no – as part of the partnership with the school, the program should be supported by the school-based staff as best as it can be with guidance issued by the principal (e.g. further infusing the academic curriculum with industry curriculum where possible). This program does not require hiring new school personnel. However, this should be a conversation with the schools. Where teachers are being asked to give time outside of the school day (e.g. participating in an industry externship) it is likely that they will expect compensation for their time, at union rates where applicable.

Has PYN or the WIB approached the institutions of higher education about this model?

No, but many employers already have existing relationships and agreements with post-secondary institutions.

Should workplace mentoring be through one-on-one mentoring or would group mentoring be acceptable?

The intent is for the student to have a mentor in the workplace to provide support and answer the student's questions. There are several different models for achieving the goal of a strong connection to an adult in the workplace – applicants should be specific in how they propose to accomplish this relationship.

How many hours per week are students expected to work in the summer internship and in the school-year internship?

The summer internship should be 20 hours per week. The school-year internship should be approximately 10 hours per week.

What recommendations does PYN have for industry recognized certifications for the creative economy and the green economy?

Recommended certifications for the green economy will be posted on PYN's website. For the creative economy there is no single certification, but several technology-related

certifications can be used (e.g. for Final Cut Pro, Photoshop, etc). Applicants are encouraged to contact PYN with any questions around these.

Can an additional industry not included explicitly stated in the RFP or recommended by PYN be proposed?

Yes, if a convincing argument can be made as to that industry being providing high-wage, high-demand employment opportunities.

21st CENTURY SKILLS MODEL

Can an applicant propose to work with a school not clearly identified in the RFP?

If an applicant is requesting to work with a school that does not clearly fit in one of the offered categories, the application must clearly identify how the school infrastructure will be sufficient to support the program.

Can youth-service providers that currently have students enrolled in WIA-funded programming with PYN “roll over” eligible students into the new contract that will begin in January 2010?

Yes, if they meet other program eligibility requirements.

Can a provider with an existing summer contract enroll students in their 21st Century Continuum program in their other summer program?

No.

Because summer is such a critical time for high school students, can programming begin during the summer of 2010 for the new cohort of “rising juniors” in the Class of 2012 rather than waiting to begin programming in September 2010?

Potentially – the applicant would have to make a strong case in the proposal. However, funds through the PYN contract would not be available until the formal start date (September 1, after this first mid-year start).

What does the \$3,500 per slot include?

The per slot budget should include *all* student wages, operating expenses, and administrative costs. This annual amount should be prorated for students who are in the initial cohort of an abbreviated 8 months. For the first 8 months, the maximum cost per student should be approximately \$2,333.33 (for ~25 youth). For the next 12 months of the contract, the maximum cost per student would be \$3,500 (for ~50 youth total). This would make the total maximum budget requested \$233,333.33.

Describe how students are compensated for internships?

Students should receive at least minimum wage. If the employer has 50 or less employees or is a nonprofit or city organization, they wages typically can come from the \$3,500 per slot budget. However, if the employer is a larger corporation, it is typically expected that they pay for the wages directly, but a negotiation can be made with PYN to potentially use some of the \$3,500 per slot funding to pay for wages. PYN will not grant

an *additional* sum of money (on top of the total \$3,500 per slot cap) to pay for student wages.

Are additional funds provided by PYN for the summer internship?

No.

Who sets the summer internship dates and times? Do internships have to be 6 weeks?

Providers can set the dates and times. The internship can be more than six weeks so long as students work the minimum number of hours, but do not work more hours per week than allowable by law.

Can a provider propose less than 10 hours per week for school-year internships?

Yes, but 10 hours per week is recommended. Less than that would need to have a strong justification in the proposal.

Can school-year interns receive a stipend instead of wages?

No. The students should receive wages for their internship work.

Must students attend PYN's work-readiness seminars or may the service provider create and provide its own mandatory, weekly work-readiness seminars?

Providers may conduct their own seminars. PYN is also willing to support provider-run seminars with additional resources.

If student wages come from PYN, who delivers the money to the students?

If student wages are coming from the budget (and not being paid directly by the employer) the money is paid to the students directly and does *not* get distributed to the provider first.

Can an agency apply for multiple *cohorts* of students at *several* schools within one application?

No – each proposed cohort would need to be a separate application.

How does PYN define project-based service learning?

This should not simply be community service – it should be a project-based learning opportunity. The RFP lists key components. Additional resources on appropriate models for project-based service learning have been posted to PYN's website.

Can you please elaborate on what the 21st Century Skills are and what are examples of appropriate services to provide those skills?

21st Century Skills refers to a wide range of critical skill sets needed to be successful. The key skills highlighted for this program model are work readiness and other soft skills (e.g. interviewing, appropriate work attire, time management). Please refer to the model as stated in the RFP for further guidance on the desired goals. There are resources available online at <http://www.21stcenturyskills.org/> -- applicants are also encouraged to contact PYN with more specific questions.

Do services have to be offered during the school day?

Preferably some services will be offered during the school day or there will be alignment between the school-day curriculum and the out-of-school time programming provided by the contractor, but it is not required that services occur during the school day.

What is StudentNet?

A School District portal where students have created their own password to access all of their information, including attendance, grades, test scores, the Individualized Learning Plan, and more.

How will the 2-year cohort model work? If funding is only for 20 months, what happens with the second cohort?

Approximately 25 students will be enrolled in January 2010 as part of the first cohort and they will receive intensive services for the first 8 months to make up for the abbreviated program period. In September 2010, the first cohort will continue receiving services as part of the 2-year continuum plan, while at the same time an additional 25 students will be enrolled as the second cohort. This second cohort will proceed with “regular” programming for the first program year. If outcomes are good and funding is available, it is the intent to renew contracts and continue funding the model. However, if at any point the decision is made to stop funding the 21st Century Skills continuum, it is expected that funds will be made available so that the last group of rising 12th graders will be able to complete the continuum of services but no new students (e.g. a new cohort of 11th graders) will be enrolled during that close-out period.

What is the “work-readiness gain” outcome and how is it measured?

PYN is in the process of creating a standard assessment tool.

If a provider currently has an ISY program, can 12th grade students be transitioned into this model or only 11th grade students?

Only 11th grade students.

Can a provider recruit all 50 youth in January?

No – providers should only recruit and enroll approximately 25 youth for the first cohort in January. If a provider wants to begin recruiting current 10th graders / rising 11th graders in the spring to enroll them as the second cohort for September 2010, they may – but they cannot officially enroll them until September.

Why is post-secondary/ college application preparation mentioned during the 2nd semester of 11th grade instead of the 1st semester of 12th grade since that’s when applications are typically due?

These services should start during the middle / end of 11th grade and continue throughout 12th grade.

Can a student participate in other programs at the same time?

Yes.

Which schools are appropriate and why?

The model is meant to be done in partnership with either a Multiple Pathways school (including accelerated, Oasis, and appropriate charters such as YouthBuild, HOPE Charter, and Arise Academy but *not* disciplinary schools) or a CTE school (see pages 17 and 18 of the RFP). Not partnering with one of those schools *will* pose a disadvantage to the applicant. These schools have the appropriate infrastructure and flexibility to match the model's programmatic components (e.g. internships).

What are Multiple Pathways schools?

Schools specifically targeted to re-engage students who were either out-of-school or at risk of dropping out. A list of schools will be posted to PYN's website.

Will there be professional development for providers on 21st Century Skills and Service Learning programming at the start of the contract?

PYN will point providers to resources and may or may not have the capacity to offer technical assistance around these program elements.

Is it correct to assume that established employer agreements don't need to be in place by the submission of this application?

Yes. Employer agreements do not need to be in place.

Is the total operating budget for the organization at large required for Attachment 3 of the RFP, or just a program-specific budget?

A program-specific budget.

What is the purpose of the organizational chart and how detailed must it be?

The organizational chart should clearly show how the program will fit into the broader organization. If the organization is small, it will likely include the whole organization. If the organization is large, a general outline of the other organizational areas should be indicated but the areas or departments more directly connected to the proposed program should be more detailed.

What is a theory of change?

A description of how you think your program works, connecting the intended outcomes to the appropriate strategies that will get you there. A theory of change is frequently a visual (e.g. a flow chart) but does not have to be, so long as it clearly states the reasoning behind the work that you propose to do and why it will accomplish your goals.

Is a monetary match required?

No.

If the contract begins on January 7, 2010, by what date do all students have to be enrolled with eligibility documented and confirmed?

By March 31

What is the name of the “standardized 21st Century Curriculum” mentioned on page 29 of the RFP?

This standardized curriculum is in the process of being created and as yet does not have a name / is not published. If providers already have a curriculum that works they are encouraged to use that. More details about the one being created will be sent out as it moves along.

Can special education schools be the program provider?

Yes.

Can you propose a cohort larger than 25?

Potentially, but you must be able to demonstrate the appropriate capacity.

Can you stagger start dates as long as all students get the required time/instruction?

The intent is to provide a two-year experience. However, it may make sense for some alternative schools to operate in this manner. Make a strong case in the proposal.

Is “military” considered an acceptable outcome?

Yes, but it is not the goal of the model.

Can organizations located outside of Philadelphia but serving Philadelphia students apply?

If they can make a strong argument that they can provide the service and they meet other eligibility requirements.

Will there be any additional start up money given to providers?

No. The contracts will be standard cost-reimbursement for the cost per slot maximums stated.

Who is responsible for the results, the school or youth-serving organization?

Whoever is the lead applicant (which can be either a school or a youth-serving organization) is the entity ultimately responsible for achieving the listed outcomes. Partner responsibilities, however, should be outlined in the proposal and in partnering agreements.

Do internships have to be paid?

Yes.