

1. Page 4, Education and Facilities, states: "Four of the eight sessions must specifically address..."
Does this statement mean that the class schedule has been set at 3 hours a day for 8 weeks, or may alternative schedules be considered?

Initially, the idea was that the vendor would provide trainings in 3-hour sessions over the course of 8 weeks. Upon further review, it was decided to open the structure so providers could establish a schedule of their choosing. The current training requirement is that 50% of the education time must be spent on STEM topics.

2. Page 3, GOALS OF EDUCATION SERVICES, states that the learning activities will "measurably improve STEM (Science, Technology, Engineering, Math) skills of students."
and
Page 4, Documentation, says "Vendor must pre- and post-test all youth..."

Is pre- and post-testing in math sufficient to meet the testing requirement *and* the the requirement to measurably improve the STEM skills of students?

Yes, a pre- and post-test in math will meet the requirements to demonstrate measurable improvement in STEM. However, other tests suggested and approved by Minneapolis Public schools may also be used to pre- and post-test.

3. Page 4, Coordination, says that "Vendor will work with METP and DEED staff to coordinate placement of each youth in a class that provides appropriate educational services."
and
"Vendor will notify youth and other required program partners of assigned class, dates and times."
Do these items mean that following coordination of class dates, etc., that DEED will recommend the class placement for individual students? Could you talk a little more about how you see the DEED & education services provider coordinating services?

The placement of youth in classes will be a cooperative effort between DEED and the education services vendor. DEED will have the list of youth and will have the knowledge of the work site schedules. The vendor will have class locations and capacity information. This information will be shared to make the most appropriate class assignments. The vendor will likely be asked to send the notifications to the youth regarding class date/times and will be asked to also provide this information to DEED, METP and the work sites. The exact timing and plan for how this coordinated effort will be further developed once a vendor has been selected.

4. The RFP indicates that the number of possible MPS billable hours is lowered by about 55%. I didn't notice in the RFP that the vendor would be billing the District directly. Will invoices be sent directly to the City?

METP is currently working to become the contractor for MPS so the vendor will not have to bill the district directly. This has not yet been established and is subject to change.

5. Is it the expectation that some class time will be used for presentations by, and enrollment of youth for direct deposit at, the credit union?

Yes, we will ask the vendor to allow presentations by the City County Federal Credit Union and coordinate to arrange times that are mutually convenient.

6. Is it the expectation that some class time will be used for recruitment presentations by Camp Sunrise?

Yes, we will ask the vendor to allow presentations by YouthCARE/Camp Sunrise and coordinate to arrange times that are mutually convenient.

7. Has the sample Individual Learning Plan in the RFP already been approved by MPS?

The sample Individual Learning Plan has not been approved yet by MPS, but it was developed with their input and suggestions. The vendor will need to create an Individual Learning Plan and have it approved by MPS. METP will assist with this process as needed.

8. Is a reading pre- and post-test also required?

Yes, vendors must test youth in math and reading to show if youth were able to maintain or increase skills during the summer.

9. Is there a recommended curriculum?

No, but the Minneapolis Public Schools (MSP) staff shared that many of the Extended Learning Programs use the Study Island curriculum which comes complete with pre- and post-testing materials. The MPS staff reported that the many of the extended learning programs have been pleased with the Study Island curriculum. More information can be found at www.studyisland.com.

10. Where must the trainings be held?

In the past, trainings have been held in two locations – one in North Minneapolis, one in South Minneapolis. It is recommended that either this model be continued or that a location that is central and easy to get to by bus for youth from all parts of Minneapolis be offered. Statistics from 2008 STEP-UP program showed that 47% of youth lived in North Minneapolis, 33% in South, 13% in Northeast, with 7% coming from other parts of the city.

11. Is it acceptable to offer a large group training on a specialized topic?

Yes, while we assume that most trainings will be small group, if you have a topic or speaker that works best for a large group, it is acceptable to arrange the training schedule to accommodate that plan.

12. Is there a limit of 15 youth per classroom?

No, you must have one staff for every 15 youth. For example, if you wanted to make a class of 30 students, you would need a minimum of 2 staff, one of which must be a licensed teacher.