

## In School Youth Pre-Application Meeting Questions and Answers

1. On page #38, you list Attachment W. There is no Attachment W.
  - As listed on page 38 of the RFA, there is not a form or template contained in the RFA for Attachment W. An Applicant must submit the Letter of Intent from the Postsecondary school partner and label it Attachment W.
2. On page #38, Attachment O and L are the same. Should it be included twice?
  - Attachment O and L are not the same. As listed on page 38, Attachment L is the Basic Business License Clean Hands from the Department of Consumer and Regulatory Affairs. Attachment O is the Certificate of Clean Hands from the Office of Tax and Revenue.
3. On page 17 and page 19, there is a reference to the number of cohorts and participants. Is the minimum number of youth to be served 50?
  - Yes. Applicants under this RFA must propose to serve two cohorts of youth participants during the grant period: one cohort of rising 3<sup>rd</sup> year students, and one cohort of rising 4<sup>th</sup> year students. The minimum number of youth participants to be served in each cohort is 25, so the total number of youth served must be no less than 50.
4. Please note outcomes on page 28, the outcomes are for seniors. What are the outcomes for juniors?
  - The RFA includes three specific outcome measures: 1) Attainment of a Secondary School Diploma or Recognized Equivalent; 2) Placement in Employment, Advanced Training or Postsecondary Education; and 3) Literacy and Numeracy Gains. Because of the unique cohort-based structure of this grant program, different outcome measures will apply for the 3<sup>rd</sup> Year and 4<sup>th</sup> Year cohorts. For outcome #1 (attainment) and outcome #2 (placement), applicants should propose outcome measures that include only the 4<sup>th</sup> Year cohort; that is, the denominator for these outcome measures should equal the number of students that will be served in the 4<sup>th</sup> year cohort. For the literacy/numeracy outcome, applicants should propose outcome measures based on both cohorts; the denominator for this outcome should equal the total number of participating youth being served across both the 3<sup>rd</sup> Year and 4<sup>th</sup> Year cohorts.
  - In the event that a Grantee is awarded an option year at the end of the grant period under this RFA, it is expected that the grantee will continue to serve the all participants in the current 3<sup>rd</sup> Year cohort as the 4<sup>th</sup> Year Cohort during such option year. Applicants are strongly encouraged to describe how interim participant performance measures proposed as part of the application will reflect progress toward the credential attainment and placement credentials for the 3<sup>rd</sup> Year cohort.
5. On page 14, you give 5 points for completing the Applicant profile and 5 points for stating the target population for a total of 10 points. Yet, you give only 2 points for past performance. Why is past performance so insignificant and completing a required form weighted so heavy?
  - The RFA embeds questions designed to elicit information about the quality of the services the Applicant proposes to provide and its capacity to provide these services throughout. The Past Performance form is only one means of assessing capacity. For example, Outcomes and Performance Management is worth 20 points, in total, and Organizational Capacity and Staffing is

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worth 15 points. A successful application will not only include strong responses to each individual element, but will demonstrate the Applicant's understanding of how each element contributes to the development a clear and cohesive approach to providing in-school youth with the training, education, and other services that will enable participants to reach their career or college goals.

6. Please explain Attachment B. Should we complete Attachment B as well as writing to the six major components listed on page 15?

- Attachment B is intended to serve as the primary application document for this RFA, providing applicants with a template they may use to address the six major components outlined on page 15 and page 34 of the RFA. Applicants should respond to each of the questions included in Attachment B - making sure that the final document does not exceed 40 single-spaced pages – and should submit Attachment B along with all other required attachments in order to make up a full application package. It is not necessary to provide any additional written material with respect to the six major components.

7. Page 34 of the RFA states that: The length of the application may not exceed 25 double spaced pages. The page limit does NOT include Attachments A-W. Pages should be numbered and include a header identifying the Applicant's name, program model, and SDA. Each section and sub-section should be clearly identified.

- Please note that any reference to a twenty-five (25) double spaced pages limit should be replaced with a 40 single spaced pages limit.

8. What is considered as the major sections of the application?

- The six major components of the application are listed on page 15 of the RFA. The components are:

1. Target Population
2. Organizational Capacity and Staffing
3. Program Model
4. Required Program Elements
5. Outcomes and Performance Management
6. Application Budget

The six major components will be scored according to the weights assigned in Table 2 on page 14. Applicants should use the application template (Attachment B) to respond to the six major components.

9. Are Grantees able to have two post-secondary partnerships?

- Yes. Grantees are permitted to have more than one post-secondary partner under the Postsecondary Preparation model. Applicants should submit letters of support from each postsecondary partner, and should clearly define the roles and responsibilities that each postsecondary partner will play in supporting activities under this grant.

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10. Is there any budget format we can take a look at?

- Please use Attachment E – Budget Narrative and Attachment F – Proposed Operating Budget for submitting the application.

11. Financial Management's 6 points depend on what?

- The explanation of how the 6 points are attained is outlined in Attachment B on page 2, Section 3, entitled "Organizational Capacity and Staffing", subsection c., entitled, "Financial Management".

12. Can we use SYEP grant as past performance?

- Yes. Attachment J states, "Respondents must provide performance information relating to a grant or contract for the provision of services similar to those proposed under this RFA during at least one of the previous three years." Thus, past performance on an SYEP grant may be submitted as long as it meets the above-stated requirements.

13. When do we need full enrollment by? Can we use summer 2013 for recruitment?

- Awarded grantees will be expected to work with their host secondary partner(s) to identify and recruit youth who are eligible for the program. The tentative start date of grant-related activities in June 1, 2013. Grantees would be expected to enroll youth in their program and begin serving youth on July 1, 2013 (to coincide with the start of the DC Summer Youth Employment Program (SYEP)).

14. If the school which a program has a partnership with only has 9<sup>th</sup> and 10<sup>th</sup> grade students is this school optional, even if it is the only high school in the area?

- Page 6 of the RFA states that: "Applicants should propose to serve two cohorts simultaneously: one cohort of rising 4th year students who will receive sufficient services to enable them to meet required outcomes during the one year grant period; and one cohort of rising 3rd year students who will be served according to a two-year program model, with the second year of services subject to renewal based on performance. Applicants should propose distinct services and assessment plans for each cohort. Students from both cohorts will be considered eligible to participate and receive wages through the SYEP in 2013. Rising 4th year students should participate in a structured employment activity during the school year."
- The school partner must have rising 4<sup>th</sup> year students and rising 3<sup>rd</sup> year students. Thus, a school partner with only 9<sup>th</sup> and 10<sup>th</sup> grade students does not meet the requirements of the RFA.

15. Can the RFA be extended by 1 week and be due 3/22/2013?

- No, we cannot extend the RFA by a week. Applications are due March 15<sup>th</sup>, 2013 by 2:00pm.

16. Can you focus on a subcategory? Foster youth 50% of them live outside of DC but these youth are extremely vulnerable and are not within any single school or region.

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- No, this grant is focused on District of Columbia youth attending District of Columbia public, charter or alternative secondary schools.
17. In Attachment B, they request “Attachment C and V” be the most recent fiscal audit, when they’re listed “Attachment C” is the “Statement of Certification” and they do not have an Attachment V listed in the list of Attachments.
- Attachment B lists Attachments C and V under the “Application Budget” section ( pages 12-14 of Attachment B) so that the Applicant is clear that these two attachments, in addition to, being required for responsiveness, will also yield the Applicant one total point according to the scoring criteria outlined on page 14 of the RFA.
  - Attachment C is the Statement of Certification and includes financial certifications that an Applicant must attest to in order to be eligible for award.
  - As listed below and on page 38, Attachment V is:
    - i. Attachment V – Audit/Financial Statements: The Applicant shall provide a copy of the organization’s most recent and complete set of audited financial statements available. If audited financial statements have never been prepared due to the size or age of an organization, the Applicant must provide, at a minimum, a current and previous year budget, an income statement or Profit and Loss Statement, and a Balance Sheet certified by an authorized representative of the organization, and any letters, filings, etc. submitted to the IRS within the three (3) years before the date of the grant application.
    - ii. As listed on page 38 of the RFA, there is not a form or template contained in the RFA for Attachment V.
18. Should the complete application be submitted as a word document or .pdf? If in word, does it matter which version?
- The RFA does not specify which file type the application must be submitted in.
  - If an Applicant chooses to submit a word document as the file type, the version of word used does not matter.
19. Is it required that you have an existing school partnership?
- As stated on page 20 of the RFA, “all grantees shall enter into a partnership with at least 1 public, charter, or alternative secondary school that will serve as the host secondary school for the funded program.” Also stated on page 20 of the RFA, “The Applicant and the host secondary school partner must submit a detailed Letter of Intent (Attachment W) as part of the application.” The applicant must submit a Letter of Intent (Attachment W) from a host secondary school as a part of the application. Thus, the relationship can be newly formed or existing.
20. How is the school location decided for each Grantee?
- This question is interpreted to ask whether the location of the school influences the award of the grant. As stated on page 6 of the RFA, “DOES intends to award at least one grant in each of the two SDAs. Thus, the location of the school will be considered as a part of the grant process.

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21. Do all the students who participate in the proposed program have to come from the host secondary school? If a student wants to participate who attends a different school, must we have a partnership with the school in order for the student to participate?
- This RFA requires a close partnership between the applicant and the host secondary school, both in identifying eligible youth participants and in ensuring alignment of grant-supported services and activities with those offered by the host secondary school. In order to maintain the integrity of these partnerships and reduce potential conflicts between the Applicant's services and the host secondary school's services, Applicants must propose programs that are designed to enroll and serve students attending the host secondary school.