

**STEP-UP Education Services RFP  
Questions & Answers**

1. What is the most common work schedule for students enrolled in this program?
  - Are their work hours consistent from week to week?
  - Can you provide historical scenarios of days of week/time of day that students will be required to report to their job site?
  - Can the educational service provider work collaboratively with the City of Minneapolis to create work/academic schedules for student workers to maximize choice in course selection?

➤ The work schedules for students vary. However, in past summers many students did not work on the day they attend class. Most students work reduced schedules Monday-Thursday or Tuesday-Friday; but this may change next summer as employers and supervisors turn-over.

  - Generally an intern’s work hours, once defined, are consistent.
  - In the past, many students must report to work between 8:00-9:00AM and leave work between 2:00-4:00PM. However, schedules vary depending on the type of work being performed.
  - Yes, the service provider may work (and will be encouraged to work) with the City of Minneapolis to create work/academic schedules for student workers to maximize choice in course selection.
  
2. Do you have job descriptions/specific work skills that you would like us to focus the curriculum structure to? (i.e. Do the jobs require a student to answer a phone? Stock shelves? Create shipping labels?)
 

➤ No, however the City of Minneapolis will encourage the educational service provider to produce a curriculum that will increase the interns’ communication skills (such as phone etiquette, email etiquette and etc.), computer literacy and STEM knowledge.
  
3. What percent of the 14/15 years olds who participate in the Discover program are traditionally going into 9th grade vs. 10th or 11<sup>th</sup> grade?

| <b>Figure 1: 2013 Grades of Summer Youth (all students)</b> |       |
|---|-------|
| Going into 8th Grade  | 0.7%  |
| Going into 9th Grade  | 31.4% |
| Going into 10th Grade                                       | 47.8% |
| Going into 11th Grade                                       | 14.4% |
| Going into 12th Grade                                       | 3.8%  |
| H.S. Graduates  | 1.0%  |

| <b>Figure 2: 2013 Grades of Summer Youth (14 and 15 years old at application)</b> |       |
|---|-------|
| Going into 8th Grade  | 0.7%  |
| Going into 9th Grade  | 34.2% |
| Going into 10th Grade   | 52.6% |
| Going into 11th Grade   | 11.9% |
| Going into 12th Grade   | 0.5%  |

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4. Pre/Post Standardized test requirement?
- The RFP mentions the TABE assessment, does the City of Minneapolis recognize the NCRC (National Career Readiness Certificate) as a valid pre-/post- test option?
  - Does the City of Minneapolis have connections for a reduced rate to use the TABE or NCRC assessments?
  - Do the expenses associated with the pre/post assessment need to be included in the educational services bid?
- Currently, the pre & post test is conducted to ensure students maintain or improve their grade level testing.
- At this time, the City of Minneapolis does not recognize the NCRC as a valid pre-/post-test option. However, perspective vendors are encouraged to suggest other assessments that are able to assess if a student's grade level testing has remained the same, declined or improved.
  - The City of Minneapolis does not qualify for a reduced rate for assessments.
  - Yes, the expenses associated with the pre/post assessment should be included in the educational services bid.

5. Is the WBL seminar/experience for high school credit expected to be serviced through this RFP or is there a different RFP for work-based learning (WBL) related high school credits?

- There is a different process currently in place for work-based learning related high school credits.

6. Is STEP-UP Achieve providing work-readiness training for the Discover students or will that be provided through the educational services RFP?

- STEP-UP Achieve and Project for Pride in Living are the preferred vendors for work-readiness training for Discover students. Work-readiness will not be provided through the educational services RFP.

7. Who creates student work schedules? When is this done by?

- Student work schedules are developed by their supervisors. Provisory schedules are developed by supervisors as early as late April/early May. However, schedules are subject to change and often do as the program draws closer to beginning.

Supervisors are made aware that class is mandatory and encouraged to work with the educational provider on scheduling. Additionally, the educational provider will be encouraged to provide materials to supervisors with scheduling procedures that the educational provider and supervisor can use when developing work/class schedules.

8. Between both work schedules and academic coursework is there a MAXIMUM # of hours that students should be engaged in the program?

- For example, could a youth go to class for 3 hours M-Th in the mornings and be available for work in the afternoon and Fridays? This would equal 12 hours of coursework each week, plus the 27 hours of scheduled work at their non-profit site for a total of 39 Hour weekly commitment.
- The maximum number of hours a student can work in one week is 30 hours. In 2013, students were allowed to work at their worksites for 27 hours and then attend class (for which they are

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paid as though they are on the worksite) for 3 hours. Most worksites do not schedule students for the full 27 hours.

Last updated: 9/19/1013