

PART 2

**Sub-Contracting Requirements:**

The Department of Local, Small and Disadvantaged Business Enterprise (DSLBD), will not waive or reduce the sub-contracting requirements. However, DSLBD's Division of Business Opportunities and Access to Capital provided two lists of potential CBE firms (the lists are attached).

The prospective respondent must look at their total budget associated with the project and decipher which services related to the project can be accomplished by CBE firms.

**Q and A College enrollment data:** Out of the 119 youth who are currently enrolled in college:

- How many are enrolled full time? (12 credits or more)

There are 72 youth that are enrolled full time.

- How many are enrolled part time? (11 credits or fewer)

There are 47 youth that are enrolled part time

- How many are enrolled in 4-year accredited colleges?

There are 70 youth that are enrolled in a 4-year accredited college

- How many are enrolled in community college?

There are 49 youth that are enrolled in a community college

- Is it accurate to assume that only 3% of DC foster youth who enroll in college actually graduate?

This is not an accurate statement. See data below:

- FY 09-10 youth graduated college (14% or 10/69 youth who entered in 2005)
- FY 10-7 graduated (14% or 7/50 youth who entered in 2006)
- FY 11-5 are expected to graduate (10% or 5/52 youth who entered in 2007)

This is calculating the number of youth who enroll in any given year and graduate four-five years later.

**Q and A**      **Graduation:** Out of the 100 youth for 2009-2010 who completed high school and GED – how many received a high school diploma; how many received a GED certificate?

94 youth received their high school diploma and 6 youth received their GED certificate

**Q and A**      **Life-skills participants:** CFSA reported that OYE had 364 participants in life-skills training to date in FY11, how many hours of life skills did each individual receive?

Each month beginning with the annual Kick-Off, youth have the opportunity to participate in approximately 15-31 hours of life skills training (this includes Passport to Independence (Oct-May), College Prep Sessions (Oct-May), Fashion Show Practice (Feb-May), Arena Stage Workshops (Nov-May) and the monthly life skills training sessions). During the summer months, youth have the opportunity to participate in Summer Enrichment for a total of 20 hours a month.

Does this number include youth who participated in any of OYE's various events such as the Holiday Gala, AF-AM Civil War Museum Poetry Slam, and the Annual Fashion Show?

Yes, the 364 account for youth participation in all OYE events.

Does it include youth who met with OYE staff members for educational and employment support?

This number includes individuals who were consistently enrolled in college prep curriculum. But it does not include individual 1:1 sessions with vocational/educational specialists.

**Q and A**      **Employment:** Out of the 94 youth who are currently employed:

- How many are employed 30 or more hours?
- How many are employed 20-29 hours?
- How many are employed 19 or fewer hours?

OYE has successfully assisted 41 of the 94 youth who are currently employed 25+ hours. 53 received assistance with employment on their own or with the support of their team. Their employment status (full

or part time) was not collected at the time of the data pull. No other data is available at the present time.

**Q and A Vocational training:** Out of the 53 youth completing vocational school in FY10,

- How many are currently employed?
- How many are employed in their field of training?
- Which programs did the 53 youth attend?

**2010 Data**

<b>Vocational Training</b>	<b>#Enrolled 2010</b>	<b>#Completed 2010</b>	<b>#Employed in field</b>
<b>Office Professionals Training</b>	<b>3</b>	<b>1</b>	<b>3</b>
<b>CNA and HHA Training</b>	<b>44</b>	<b>41</b>	<b>37</b>
<b>Culinary Arts Training</b>	<b>2</b>		
<b>Cosmetology and Barber</b>	<b>12</b>	<b>6</b>	<b>4</b>
<b>Emergency Medical Technician</b>	<b>3</b>	<b>3</b>	<b>2</b>
<b>Computer Training</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>Auto Mechanics Training</b>	<b>1</b>		
<b>Totals</b>	<b>67</b>	<b>53</b>	<b>48</b>

**Question:** In the amendment (C.6R.2, page 1), are life skills development plan and/or career plan synonymous with Service Plan and Transition Plan?

**Answer:** A plan is developed based on the service type, therefore a life skills development plan would be considered to be a service plan for life skills and a career plan would be used for employment. Transition plan is a separate document completed by the youth’s social worker and is not included in the service delivery of the contractor The length or intensity of service for each child is unknown (one child may need 2 months; another 4 months).

**Question:** How then does the contractor develop an appropriate price?

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**Answer:** It is CFSA's experience that an average CFSA youth may take up to 3 months to complete a particular program. Contractors should use this average time to establish prices.

**Question:** There seems to be a contradiction between the minimum and maximum quantities listed in the actual Price Schedules (Section B.3.1, page 2R), which lists the minimum as 25 or 50 and the maximum as 75 or 125, and B.2.1, which states the minimum is 1 and the maximum is 400. Will the minimum amount of an order be 1? Which minimum and maximum are vendors suppose to use to provide pricing?

**Answer:** The revised price schedules included with Amendment No. 2 are correct. Section B.2.1 has been corrected.

**Question:** A child could require 3 different types of service (e.g., life skills, vocational, education). How do you attach a fixed price on billing 3 different prices for the same child?

**Answer:** The Contractor shall bill per CLIN.

**Question** Where are each of the CLINs defined? Please define/describe the type of service a contractor is expected to provide for Life Skills (CLIN0001), Education (CLIN000), Vocational (CLIN0003), Career Exploration (CLIN0004), and Post Secondary Education (CLIN0005).

**Answer:** These definitions/descriptions are provided in section C – scope of work.

**Question:** If there are 9 domains and only 4 CLINS, what is the relationship between the domains and the CLINS? Some of the elements inherent in the domains overlap. How will the Learning plan account for this overlap? How will the domains be distinguished when applied to the CLINS? (For example, domains 1 and 2 correlate to CLIN0001). Using this example, please identify.

**Answer:** Domains can overlap and it depends on the individuals immediate service needs. Based on needs of the learning plans CFSA will determine under which CLINS the service will be provided.

**Question:** How will education (CLIN 0002) be measured? Will completion be determined by completion of the training for the activities identified in the service plan (e.g. study skills)? Please answer this question for each of the CLINS.

**Answer:** Vendors will be expected to address up to 4 goals in the service plan. Although learning plans can have up to 9 goals (1 per domain), social workers are trained to develop learning plans based on 2 domains and 2 goals. Education will be measured based on completion of goals

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established in the service plan. The same method will be applied to all of the other CLINS.

**Question:** What is the relationship between the CLINs and the performance measures? Are vendors being compensated for achieving the performance measures? If so, how and when? If they are not being compensated, why aren't they?

**Answer:** Vendors will not be compensated for achieving the performance measures.

**Question:** What is the relationship between the performance measures and the implementation of the Service Plan?

**Answer:** All service plans will be tied to at least 1 of the performance measures in addition to C.6.1.

**Question:** What is the relationship between the performance measures and the implementation of the Transition Plan?

**Answer:** There is no relationship. Transition Plans are completed by case carrying social workers.

**Question:** Who develops the transition plan (page 4 of 4, Amendment 2, C.7.1) the contractor or the agency? Please define what should be included in the transition plan and how this plan will tie into the domains, the Learning Plan, the performance measures, and the CLINS.

**Answer:** Only case carrying social worker will complete transition plans and not the contractor..

**Question:** Based on examples in the Ansel Casey where Learning Plans can have anywhere from 2-12 Learning Goals, how many Learning Goals will a vendor be expected to address in their Service Plan? Please provide examples.

**Answer:** Vendors will be expected to address up to 4 goals in the service plan. Although learning plans can have up to 9 goals (1 per domain), social workers are trained to develop learning plans based on 2 domains and 2 goals.

**Question:** What will happen if the agency and contractor do not agree on the service plan and/or transition plan presented by the contractor?

**Answer:** Service plans should be developed in collaboration with the social worker and the youth in order to maximize successful completion of service plan. The vendor does not develop the transitional plan.

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**Question:** How is a contractor compensated for providing services if the youth does not complete the activities outlined in the Service and/or Transition plans?

**Answer:** If the contractor meets the expectations outlined in attempts to engage the youth, they will be compensated regardless of completion.

**Question:** In C.5.3.1.R (in the amendment), what is meant by “status of commitment”? Please define.

**Answer:** Any youth who are legally committed to the District of Columbia, Child and Family Services Agency and are wards.

**Question:** If the youth needs more or less time than the contractor estimated as the time frame to complete the service plan, will the contractor be penalized? If so, in what way? How will the contractor be compensated for this change?

**Answer:** If the youth needs more or less time to complete the service plan, the contractor will not be penalized, but is expected to provide justification in the monthly reports

**Question:** Are contractors expected to secure employment for a 15-18 year old, who is trying to graduate from high school, is involved in after school activities (sports, etc), is applying to colleges, and does not have the time to work 20 hours per week? How is this youth expected to also attend sessions with the contractor so that they can complete their Service Plan?

**Answer:** Contractors are not expected to secure employment for youth who meet the description above. Securing employment will be focused on 18-21 year old youth. In the event that a youth is able to work and falls in the 15-18 year old bracket, they may be referred for employment placement.

**Question:** What is an example of “successful completion” for each measure? Will “successful completion” be measured by the contractors or by CFSA?

**Answer:** Successful completion will be measured in the goals developed in the service plan that is agreed upon by the contractor, youth and the social worker.

**Question:** The amendment included a summary of proposed annual labor mix category. Are contractors expected to have similar labor categories (psychiatrist, clinic manager, counselor, etc.) or are these simply examples?

**Answer:** This was just a sample. The contractor should use the labor categories that are appropriate to this request.

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**Question:** Since the answers to the questions clearly state that all case management and social work functions will be handled by the agency and since the RFP, as amended, clearly focuses on the contractor providing education, life skills and employability training, which do not require a Master's in Social Work, can the contractor submit a Project Lead/Coordinator with a degree other than a Master's in Social Work?

**Answer:** The Project Lead/Coordinator must have a Master's degree in Human Services or a related field as mentioned in M.4.3.2.4.

**Question:** Are signed amendments to be included in the proposal submitted by the contractor or submitted beforehand?

**Answer:** The signed amendments are to be submitted with your proposal.

**Question:** Page 18, F3.1.4, what is meant by contractor recommendations related to future service needs and method for providing said services? Is this referring to an assessment by the contractor after the initial service is delivered to determine whether the youth requires more? If this is requiring a new service that is not covered in the current price schedule and or service/transition plan, how will contractors be paid? Will a modification to the contract be done for this purpose?

**Answer:** Each child is considered a unit and may require additional services after the initial service is delivered. In some cases a youth may be able to complete his/her service plan in a few weeks, while other's may need additional time which ultimately will provide a balance to the contractor's overall delivery of services; therefore there will not be any modification for this purpose.

**Question:** Will the contractor be paid for phase-in and phase-out services for up to 90 days (I.13.2.1)? How? Based on what? Also the sentence is incomplete; there seems to be additional information needed here.

**Answer:** The clause is self explanatory and is not incomplete.

**Question:** Is there any data source/source of information that describes the "neighborhood-based services" that youth and families can benefit from?

**Answer:** CFSA contracts with the Healthy Families Thriving Communities (HFTC) Collaboratives to provide neighborhood-based services to transitioning youth and families in each ward of the city. The HFTC Collaboratives provides the following services for transitioning youth and families:

- Emergency assistance
- Crisis intervention

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- Information and referral
- Homemaker services
- Financial guidance and skill building
- Employment counseling
- Housing referrals
- Parenting education and training
- Family Group Conferencing (FCG)
- Fatherhood engagement
- Case Management Services

Question: Is there a list of existing providers?

**Answer:** There are currently five (5) Healthy Families Thriving Communities (HFTC) Collaboratives providing neighborhood-based services to transitioning youth and families. The following is the name of each HFTC Collaborative and the wards they provide services:

- Columbia Heights/Shaw- Wards 1, 2, and 3
- Georgia Avenue/Rock Creek East Collaborative- Ward 4
- Edgewood/Brookland- Ward 5 and 6
- East of the River- Ward 7
- Far Southeast- Ward 8