



## **Request for Proposals: Independent Evaluator for the Bright Solar Futures Initiative**

Responses to Questions Received as of March 25, 2019

- 1. What are the start and end dates of the three year grant? Are the project years: 4/19-3/20, 4/20-3/21, and 4/21-3/22?**

We are awaiting confirmation from the U.S. Department of Energy on the timing of the budget periods.

- 2. Activities are spelled out for the first two years, are the activities for the third year the implementation of both curricula?**

In the third budget period (anticipated 2021), we expect to have our first POS cohort underway (SDP3) and a second enrolling that fall (SDP4). We also expect to have our second Opportunity Youth (OppY2) cohort completing that spring and our third Opportunity Youth (OppY3) enrolling that winter. Refer to the table and chart posted in response to the first set of questions for a description of each estimated training cohort.

- 3. Can you provide any additional details about the internship component of the project? For example, will the number and nature of internships change over the course of the project? Are the internship experiences expected to be similar or different for students in the CE and the OY aspects of the program?**

The internships are opportunities for successful trainees to gain work experience and apply what they learned in the training program. We intend to make internships available to all successful and interested trainees from cohorts SDP2-SDP4 and OppY1-OppY3. Refer to the table and chart posted in response to the first set of questions for the estimated timing of the internships. Yes, we expect the internship experiences to be similar for the SDP and OppY trainees.

- 4. It seems like the goals for the Opportunity Youth and CTE curricula are similar. In addition to the differences in the number of hours, are there any other differences in the two curricula that are relevant for designing the evaluation?**

No.

- 5. One way for the evaluation to be completed within the available budget would be focus formative evaluation on the implementation of Opportunity Youth in school year 2019-20 and focus formative evaluation on CTE implementation in 2020-21? Would this meet the project team's needs?**

You are invited to propose an evaluation plan that you believe will best achieve the goals laid out in the RFP.



- 6. Can you clarify whether the 100-200 hour curriculum is the Find Your Power curriculum? What is the purpose of using the 100-200 hour curriculum in summer and fall 2019? Is this introduction intended as a stand-alone, or will it eventually be integrated into the POS?**

The 100-200 curriculum is the Find Your Power curriculum. We are offering this introductory curriculum in Summer 2019 and the academic year 2019-2020 as a way to continue exposing Philadelphia's young people to solar basics as we build out the expanded curriculum. This introductory material will be integrated into the POS.

- 7. One of the two major goals is the creation of the expanded curriculum and applying to PDE for recognition. Do you have specific evaluation questions for Goal 1? For example, are you interested in how the partners work together to meet this goal?**

We do not have specific evaluation questions for Goal 1.

- 8. We have seen the December 2018 document, "Local Partnerships for a Brighter Future." Do you have any additional materials about or evaluations of your pilot of the Find Your Power curriculum? Can groups responding to the RFP have access to these materials?**

We do not have additional materials that we will make available at this time. We will share additional curriculum and outcomes with the selected evaluator.

- 9. How do you anticipate that the evaluator will work with the project team to develop impact goals? For example, are there regular project team meetings which the evaluator could attend?**

Yes, the evaluator could attend one or more of our monthly partner meetings to develop impact goals.



**10. The RFP states that the funding is designed to pilot the new curriculum with 100 students.**

**Can you clarify if the 100 students is a total of all cohorts described across both the CTE program and the Opportunity Youth Program (i.e., those receiving the introductory, advanced and the full CTE POS) or does the 100 students refer just to those CTE students enrolling in the full 3-year POS?**

The 100 students includes all of the cohorts, including the CTE and Opportunity Youth programs.

**a. If this refers just to the CTE students enrolling in the full 3-year POS, do you anticipate 100 students will enroll in the fall of 2020 or 100 students will enroll through the entire funding period?**

We expect 100 students to enroll through the entire funding period.

**b. If this refers just to the CTE students enrolling in the full 3-year POS, how many students do you anticipate will enroll in the other cohorts (i.e., introductory, advanced)?**

See the table and timeline below which describe the expected training cohorts.

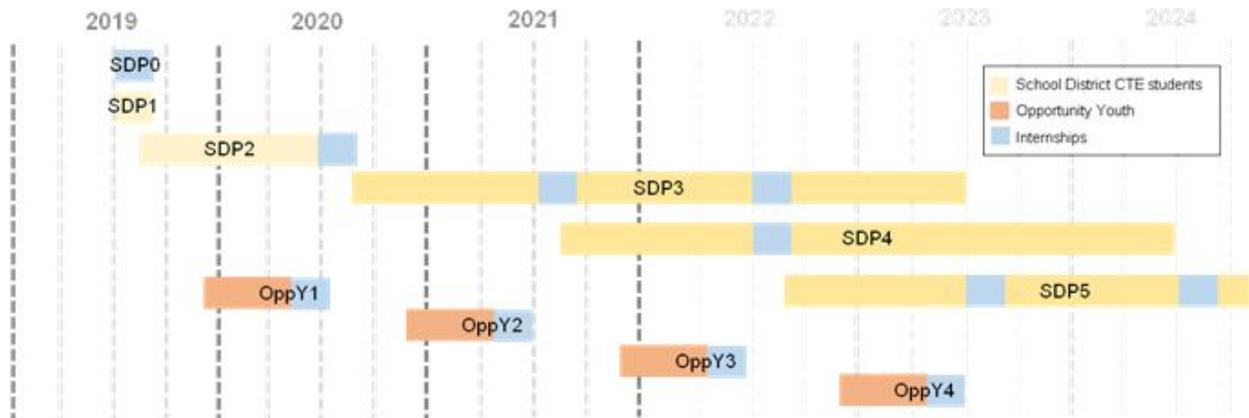
**Table 1: Training Cohort Descriptions**

| <b>Program</b> | <b>Number of students</b> | <b>Students</b>                                 |
|----------------|---------------------------|---|
| SDP0           | 10                        | Returning Trainees from previous solar training |
| SPD1           | 15                        | School District of Philadelphia (SDP) students  |
| SDP2           | 15                        | SDP students                                    |
| SDP3           | 15                        | SDP students                                    |
| SDP4           | 15                        | SDP students                                    |
| OppY1          | 15                        | Opportunity Youth                               |
| OppY2          | 15                        | Opportunity Youth                               |
| OppY3          | 15                        | Opportunity Youth                               |



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Chart 1: Training and Internship Timeline



11. The RFP also states that the PEA will organize additional internship cohorts for *returning* students in Summer 2019 and Summer 2020. Can you clarify who the *returning* student refer to here?

Students who previously completed the Find Your PowerBright Solar Futures program in Summer 2019, Spring 2018, or Summer 2018 are eligible for internships (SDP0) in Summer 2019. PEA intends to make additional internships available in Summer 2020 to trainees who successfully completed one of PEA's classes.

12. The cover of the solicitation indicates a response deadline of April 1, 2019 at 5:00 pm. However, Section 3.3 Proposal Deadline, page 6, indicates a proposal deadline of 5:00 pm on April 5, 2019. Can you please clarify the deadline for submission.
- The submission deadline is April 5, 2019 at 5:00 p.m.