

MY BROTHER'S KEEPER



**FAMILY AND  
COMMUNITY  
ENGAGEMENT  
PROGRAM  
(FCEP)**

*A New York State My  
Brother's Keeper Initiative*

RFPGC16-013

Full proposals must be  
postmarked by **8/26/16**

**IMPORTANT DATES**

- ✘ Questions regarding this grant must be e-mailed to [FCEPRFP@nysed.gov](mailto:FCEPRFP@nysed.gov) by **7/29/16**
- ✘ A Question and Answers Summary will be posted at: <http://www.nysed.gov/nysmbk> no later than **8/11/16**
- ✘ Full proposals must be postmarked by **8/26/16**

## BACKGROUND

---

- ✦ As part of the national initiative launched in February 2014, My Brother's Keeper seeks to close the persistent gaps in educational achievement and opportunity between young minority men and boys and their peers.
- ✦ An overarching goal is to encourage and support young men in making good choices, become more resilient, overcome obstacles educational and community, and achieve their dreams in life thereby improving their communities and the state.

## PURPOSE/GOAL

---

- ✦ The purpose of the Family and Community Engagement Program is to increase the academic achievement and college and career readiness of boys and young men of color.

## 'BOY OR YOUNG MAN OF COLOR'

- ✘ For the purposes of this RFP a *'boy or young man of color'* includes, male students in NYS public schools who are identified in their school records with race/ethnicity described as **Black or African-American, Hispanic/Latino, Asian, Native Hawaiian or other Pacific Islander, or American Indian, or Alaska Native, or two or more races.**
  - + School districts are required to ensure that the official school record accurately identifies the student in the category that the student has identified and not a category identified by a school or district official.

## APPLICATION GUIDANCE

- ✘ **Required Signature(s)**
  - + The original signature of the District Superintendent (or designee) of the institution must appear on the Statement of Assurances Page in **blue** ink.
- ✘ **Partnership Agreements**
  - + Applicant information for all partnership agreements must be provided. **PARTNERSHIP AGREEMENTS ARE REQUIRED AS PART OF THE APPLICATION.** A signed partnership agreement is required for all **primary partners. The primary partners are the applicant school district and any, tribal government, local (town or village government), Chamber of Commerce, business, community based organizations, and institutions of higher education taking an active role in the implementation of the program.** The original signature of all **partners** must appear on the agreement in **blue** ink.
- ✘ **Number of Copies**
  - + Please submit **one original and two** copies of the full proposal, as well as one electronic copy of the complete application on CD or flash drive, to FCEP-SED postmarked by **8/26/16.**

## INSTITUTIONAL ELIGIBILITY

New York State public school districts which meet the following criteria may submit applications:

1. School districts must have a Free & Reduced Price Lunch (FRPL) eligibility rate greater than 55% of district enrollment, an English Language Learner (ELL) enrollment rate greater than 1%, and a four year August graduation rate of less than 90%.  
**OR**
2. School district must have a FRPL eligibility rate greater than 60% of district enrollment and a four year August graduation rate of less than 85%.  
**OR**
3. School districts must have an ELL enrollment rate greater than 3% and a four year August graduation rate of less than 90%.

To determine eligibility districts should use the following school year data:

ELL and FERPL % - 2015 school year data

Graduation rates - 2014-15 graduation rates based upon the 2011 total cohort - 4 Year Outcome - August 2015 data

## INSTITUTIONAL ELIGIBILITY

- ✘ For the purposes of this announcement, the 32 Community Superintendents of New York City DOE are eligible to apply for their respective district on an equal footing with the Superintendents of the other 732 school districts in New York State, providing that they meet the eligibility criteria.
- ✘ Charter Schools, non-public schools, and home-school groups or associations are not eligible applicants.

## FUNDING

- ✘ The total appropriation for 2016-2017 is \$6,000,000.
- ✘ **The maximum request for any FCEP project will be \$150,000 per year.**
- ✘ A minimum 15 percent (%) match of approved grant contract is required.
  - + The matching requirements may be met through the institution's own resources, private sources, other non-state government sources, and/or in-kind services.
- ✘ Applicants must submit a FS-10 budget with this application, for the initial 12 month project period of September 1, 2016 – August 31, 2017.

## PARTNERSHIP AGREEMENTS

- ✘ **PARTNERSHIP AGREEMENTS ARE MANDATORY AS PART OF THE APPLICATION.**
- ✘ The primary partners are the *applicant school district and any, tribal government, local (town or village government), Chamber of Commerce, business, community based organizations, and institutions of higher education taking an active role in the implementation of the program.*
- ✘ While up to 40% of the total funds may be sub-contracted amongst the partnership organizations, the primary relationship of the partnership is not that of sub-contractors or consultants; but is one of collaboration toward alleviating the achievement gap.

## ULTIMATE GOAL OF SUCCESS – SCHOOL DISTRICT

- ✘ A school district where the staff honor and recognize
  - + *families' existing knowledge, skill, and forms of engagement;*
  - + *create and sustain school and district cultures that welcome, invite, and*
  - + *promote family, extended family and community engagement; and*
  - + *develop family, extended family and community engagement initiatives and connect them to student learning and development*

## MEASURES

- ✘ In addition to the specific indicators identified in the description of the four program goals, for the purposes of data reporting and analysis, projects will be deemed as meeting project expectations if they produce:
  - + *Reduced suspension rates, both in-school and out of school for boys and young men of color*
  - + *Reduced drop-out rates for boys and young men of color*
  - + *Increased attendance rates for boys and young men of color*
  - + *Increased retention rates for boys and young men of color*
  - + *Increased persistence rates for boys and young men of color*
  - + *Increased graduation rates for boys and young men of color*
  - + *Improved performance on Regents Examinations and other standardized tests for boys and young men of color*
  - + *Increased number of college credits earned overall within a high school for boys and young men of color*
  - + *Increased number of AP course completions in high school for boys and young men of color*

## ULTIMATE GOAL OF SUCCESS – FAMILY AND COMMUNITY

- ✘ The communities are
  - + supporters of their children’s learning and development;
  - + encouragers of an achievement identity, a positive self-image, and a “can do” spirit in their children;
  - + monitors of their children’s time, behavior, boundaries, and resources;
  - + models of lifelong learning and enthusiasm for education;
  - + advocates for improved learning opportunities for their children and at their schools;
  - + decision-makers/choosers of educational options for their children, the school, and their community; and
  - + collaborators with school staff and other members of the community on issues of school improvement and reform

## ALLOWABLE/NON-ALLOWABLE EXPENSES

- ✘ Allowable (see RFP, pg. 15)
  - + Program administration
  - + Program activities
  - + Administrative and instructional supplies, materials, and durable goods
- ✘ Non-Allowable (see RFP, pg. 16)
  - + Funds may not be used for indirect costs.
  - + Funds may not be used for construction or renovation of classroom or office space.
  - + Funds may not be used for equipment (items with a per-unit cost of \$5000 or more).
  - + Funds are not available for rental of office or meeting space, storage facilities, equipment, fixtures or communication cost (phone, postage, and/or electronic communication cost).
  - + FCEP funds cannot be used to pay for the salary or stipend of the FCEP Director’s Supervisor or someone designated as a Principal Investigator for the grant.
  - + FCEP funds cannot be used for organizational dues or items not specifically allowed under the categories identified above.

## PROJECT SCHEDULE

- ✘ **For year one**, projects may begin as early as Sept. 1, 2016 but must be completed by August 31, 2017. Consistent funding is expected to continue the project annually through August 31, 2020.
- ✘ **For year one**, expenses incurred prior to September 1, 2016 or after August 31, 2017, will not be reimbursed.
  - + The subsequent three years will be funded at the same level as was awarded for year one, subject to the continuation of the State Appropriation and successful performance of the district.

## APPLICATION CHECKLIST

- ✘ A complete application for funding consists of the following items in the order indicated:
  - A. Application checklist
  - B. Application Cover Page with Original Signature of Chief Executive/Administrative Officer (Attachment I)
  - C. Statement of Assurances with Original Signature of Chief Executive/Administrative Officer (Attachment III)
  - D. Proposed Budget (Attachment IV)
  - E. Payee Information Form (if applicable)
  - F. Required Partnership Agreement(s) (Attachment VII)
  - G. Proposal Narrative (including Attachment II)
  - H. Budget Narrative
  - I. FS-10 Budget
  - J. Worker's Compensation Documentation
  - K. Disability Benefits Documentation
  - L. M/WBE Documents Package (original signatures required) (Attachment VIII)

## PROPOSAL NARRATIVE

- ✘ It may not be more than **15 double-spaced pages** in a minimum **11 point font**, and all information requested in this section (excluding resumes, memoranda of agreement, course descriptions and the FS-10) must be contained within the narrative portion of the proposal.
  - + Executive Summary (1 page max)
  - + Organizational Background
  - + Need and Cooperative Relationships
  - + Program Objectives, Strategies, Activities, Services and Performance Measures/Data Sources
  - + Project Staffing and Management
  - + Budget Narrative

## ORGANIZATIONAL BACKGROUND

- ✘ This section should include:
  1. An overview and brief description of the applicant school district
  2. Why your district is qualified for a Family and Community Engagement Program (FCEP)
  3. A brief history, accomplishments, qualifications, and educational experience in serving the needs of underrepresented and at risk populations
  4. Internal Program Relationships:
    1. Describe the internal structure of the FCEP project
    2. The staff positions that have coordinating responsibilities for the major components of the program (e.g., administration, teaching, counseling, tutoring, evaluating, budgeting, reporting)
    3. A FCEP organizational chart including all program-related personnel

## NEED AND COOPERATIVE RELATIONSHIPS

1. Identify the need explaining why the district seeks to operate a FCEP project and the student groups selected for involvement. This section should include the following:
2. Why does your school district want to initiate a FCEP project?
  1. Community description including poverty, education, and other information that describes or relates to your target population and the goals of your proposal
  3. Fully describe the criteria and processes used to solicit, recruit and involve community organizations and groups, businesses, and institutions of higher education in forming FCEP partnerships. Be specific.
  4. Provide a description of the roles and responsibilities of any other local education agencies, school district(s), community-based organizations, and all other parties who will participate in the project. Specify how each collaborating party will contribute to the project
  1. **Partnership Agreement that describes collaborations must be attached**
5. Describe the school's plan to coordinate and integrate FCEP activities into a systematic approach of enhancing student achievement and college/career readiness

## FCEP OBJECTIVES AND KEY STRATEGIES: THE FOUR GOALS

- ✘ **Goal 1:** Develop the knowledge and skills of school and district personnel, as well as families and community members, to increase required trust and relationships necessary to address student learning needs and abilities at each grade level.
- ✘ **Goal 2:** Provide access to multi-level networks that foster respect and trust in building family relationships with the school and school community.
- ✘ **Goal 3:** Create an environment where partnerships thrive in a comfortable, culturally diverse, and engaging atmosphere that fosters respect and trust.
- ✘ **Goal 4:** Commit to building and sustaining child-centered roles for the school, family, and community that values student learning and social and emotional development as equal educational partners.

## ADDRESSING EACH GOAL

- ✘ For each goal, be sure to address the following:

### Objectives and Strategies

- ✘ List specific objectives to be accomplished. Objectives must support the FCEP goals and key strategies and should be measurable. Objectives should be focused on improving student learning, and on increasing the number of individuals from historically underrepresented groups who are prepared for college and/or careers. Each of the FCEP goals listed should be addressed.

### Activities and Services

- ✘ List and describe each activity and service that supports the achievement of each objective. Include required instructional, support, and advocacy services needed for staff, student, family and community member engagement and growth.

**Staff Responsible:** Indicate staff responsible for the implementation of each activity or service

**Timeframe:** Indicate the start and end dates, the timeframe, and the duration of each activity or service

**Measures/Data Sources:** For each objective, describe the performance measures/data sources that will assess its efficacy. Indicate the populations to be served and the tools, methods, and instruments that will be used.

## PROJECT STAFFING AND MANAGEMENT

1. Describe a management plan that will assure the effective completion of project activities given the fiscal and other resources available.
2. Provide an organizational chart which indicates the management structure of the program within the district

- ✘ **Note: Direct involvement of school/district administrator is required.**

1. Briefly describe all professional staff positions (full-time and part-time, paid and volunteer) that will be assigned directly to the project. Define role and scope of designated positions.
2. List the names and titles of all full-time and part-time professional and instructional staff for the project. Provide current resumes for all professionals in the project.

## BUDGET AND BUDGET NARRATIVE

- ✘ Indicate the proposed expenditures for the project on RFP Attachment IV: FCEP 2016-2017 Proposed Budget. The attachment must provide complete information and indicate all proposed expenditures from FCEP, school, district, and other matching funds.
- ✘ The budget must be consistent with the scope of services, reasonable, cost effective, and the staffing pattern is appropriate for the services to be offered.
- ✘ Budget narrative expenditures description (including descriptions of school, district, and other source contributions) must follow the general format of RFP Attachment IV: FCEP 2016-2017 Proposed Budget using the same sequence of categories and code numbers.
- ✘ The budget justifications must be clear and appropriate.
- ✘ **Note: A completed FS-10: Proposed Budget for the State Project will be required with this application.**

## METHOD OF DETERMINING AWARD AMOUNTS

- ✘ The proposals will be rated numerically, with a maximum possible score of 100 points:
  - + 60 points for the Narrative Application, 20 points for the Budget/Budget Narrative, and 20 points to be awarded for a need based score.
  - + The **highest ranking applicant in each region with a passing score will be funded** at the amount of their request, pending modification of the budget if it includes unallowable expenses.
    - ✘ New York State is divided into ten Regents Higher Education Regions (found here: <http://www.highered.nysed.gov/kiap/documents/RegentsRegions2009.pdf>).
  - + **The remaining funds will be pooled into a single statewide sum to be awarded to the remaining eligible unfunded applicants** in rank order by final application statewide score.
  - + This process should result in at least one program per region and should also support those meritorious applications competing on a statewide basis.

## DEBRIEFING PROCEDURES

- ✘ All applicants **may request** a debriefing within fifteen (15) calendar days of receiving notice of non-award from NYSED.
  - + Applicants may request a debriefing on the selection process regarding this Grant by emailing the request to [FCEPRFP@nysed.gov](mailto:FCEPRFP@nysed.gov)
- ✘ A summary of the strengths and weaknesses of the application, as well as recommendations for improvement will be emailed back to the applicant within ten (10) business days.

## MINORITY AND WOMEN-OWNED BUSINESS ENTERPRISES (M/WBE)

- ✘ The M/WBE participation goal for this grant is **30% of each applicant's total discretionary non-personal service budget over the entire term of the grant.**
  - + Discretionary non-personal service budget is defined as total budget, **excluding the sum of funds budgeted for direct personal services**
- ✘ Methods of Compliance
  - + Full participation is achieved when an applicant meets or exceeds the participation goals for this grant.
  - + Partial Request for Waiver is acceptable only if good faith efforts to achieve full participation are made and documented, but full participation is not possible.
  - + Request for Complete Waiver is acceptable only if good faith efforts to achieve full or partial participation are made and documented, but do not result in any participation by M/WBE firm(s).

## AWARD PROTEST PROCEDURES

- ✘ Applicants who receive a notice of non-award may protest the NYSED award decision subject to the following:
  1. The protest must be in writing and must contain specific **factual and/or legal allegations** setting forth the basis on which the protesting party challenges the contract award by NYSED.
  2. The protest must be filed **within ten (10) business days of receipt of the notice of non-award**. The protest letter must be filed with:

NYS Education Department  
Contract Administration Unit  
89 Washington Avenue  
Room 501W EB  
Albany, NY 12234

## IMPORTANT DATES

- ✘ Questions regarding this grant must be e-mailed to [FCEPRFP@nysed.gov](mailto:FCEPRFP@nysed.gov) by **7/29/16**
- ✘ A Question and Answers Summary will be posted at:  
<http://www.nysed.gov/nysmbk> no later than **8/11/16**
- ✘ Full proposals must be postmarked by **8/26/16**

## APPLICATIONS

Interested institutions must submit one original and two copies of the application for funding as well as one electronic copy of the complete application on CD or flash drive. **The original must be clearly identified and signed in blue ink. An application for funding requires the original signature of the District Superintendent (or designee) of the district on the Statement of Assurances.**

Applications for funding must be postmarked on or before **8/26/16** to:

New York State Education Department  
Office of Access, Equity, and Community Engagement Services  
89 Washington Avenue, EB 505W  
Albany, NY 12234

## IMPORTANT DATES

- ✘ Questions regarding this grant must be e-mailed to [FCEPRFP@nysed.gov](mailto:FCEPRFP@nysed.gov) by **7/29/16**
- ✘ A Question and Answers Summary will be posted at: <http://www.nysed.gov/nysmbk> no later than **8/11/16**
- ✘ Full proposals must be postmarked by **8/26/16**