

**RFP GC#16-008**  
**2016-2019 New York State Charter School Dissemination Grant Program**

**Questions and Answers**

1. My school is not on the list of schools that made Substantial Progress (Attachment 10), yet it met or exceeded the 2015 ELA and Math state averages for percentage of students scoring a 3 or 4. (I verified this on the data.nysed.gov website.) Is there a way to get on this list? Will schools that automatically made the list, and therefore do not have to respond to question 1, receive any priority consideration?

**On 2/4/16, additional schools were added to the Substantial Progress Schools list on page 22 of the RFP. A message regarding revisions to the Substantial Progress Schools list was sent to the NYSED charter schools listserv from [charterschools@nysed.gov](mailto:charterschools@nysed.gov) on 2/4/16.**

**Schools on the Substantial Progress Schools list can skip section 1 of the proposal narrative and automatically gain 15 points, but apart from the automatic receipt of 15 points towards their final score, they do not receive priority in awarding of Charter School Dissemination grants.**

2. Is it possible for projects to be based on engaging parents and the community of the charter and district school to support student learning?

**Yes. Dissemination funds may be used for projects that include, but are not limited to, replicating and/or adapting the following types of practices, systems and structures:**

- **School leadership structures, particularly those that free instructional leaders to focus exclusively on instruction;**
- **Co-teaching or team-teaching structures;**
- **Staff professional development programs, including strategic use of summer institute training and ongoing trainings throughout the year;**
- **Tutoring or academic intervention systems designed to “ramp-up” students who are significantly behind grade level;**
- **New teacher development support systems;**
- **Strategies, structures, and methodologies to coach teachers on using formative and summative data to inform instruction;**
- **Strategies to develop and utilize specific curricular and assessment systems;**
- **Particular school culture or disciplinary procedures;**
- **Programs that allow schools to effectively recruit and retain strong teachers and principals (i.e. providing high-quality pathways for teachers and school leaders); and**

- **A school calendar and/or schedule design that includes additional learning time.**