RFP# GC18-009
2018–2023 Migrant Education Tutorial and Support Services (METS) Program

Grant RFP

QUESTIONS AND ANSWERS

Updates:

- This is a 5-year grant funded program, subject to the availability of funds and level of funding from the U.S. Department of Education (ED) for the period. Please note that the period "2018-2021" previously stated on the top of page on pp. 3 and 26 was incorrect. The correct period is 2018-2023.

Q&A:

1. **ELIGIBILITY.** Would an independent accredited supplemental education organization such as ourselves be considered an eligible applicant?

   RESPONSE: As stated on p. 1, eligible applicants are "Local Education Agencies (LEAs) (i.e., school districts that operate local public elementary and secondary schools), Boards of Cooperative Educational Services (BOCES), and Institutions of Higher Education (IHEs)." An independent accredited supplemental education organization does not fall within this definition and would not be eligible to apply.

2. **ELIGIBILITY.** What do we as a private school have to do to be eligible for these grants and what funding is expected and when.

   RESPONSE: As stated on p. 1, eligible applicants are: "Local Education Agencies (LEAs) (i.e., school districts that operate local public elementary and secondary schools), Boards of Cooperative Educational Services (BOCES), and Institutions of Higher Education (IHEs)." A private school does not fall within this definition and would not be eligible to apply.

3. **WMBE.** Reading the requirements, it seems only Colleges & Universities and some other govt. agencies are allowed to apply. However, there is a 30% WMBE requirement. My assumption is they would have to partner with a WMBE to meet the 30% requirement. Is that correct? Any info. You can provide would be great.

   RESPONSE: Yes, you are correct. Eligibility to apply for the grant is limited to those entities listed. The expectation is that eligible applicants will partner with, subcontract with, or make purchases from MWBEs in order to meet the 30% requirement.

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4. **BUDGET NARRATIVE.** The RFP references a Budget Narrative Form, but there is nothing posted on the Grants Finance website.

   RESPONSE: As stated on p. 13, the 2018-19 FS-10 Budget form is available online through the [Grants Finance website](#). The form is available in MS Excel, MS Word, and PDF formats. To access the Budget Narrative form, please click the following web link: [Budget Narrative](#).

5. **SCORING.**   The following statement is included in the RFP: "Each reviewer will score the proposal according to the indicated point criteria in the Proposal Narrative, 2018-19 Work Plan, the 2018-19 Budget and Budget Narrative using the Proposal Evaluation Rubric."

   5.1 Are the point values calculated for multiple sections and weighted evenly to add up to the total as described below?

   RESPONSE: For purposes of scoring, this Grant RFP adopts a holistic scoring approach which gives an overall assessment score for each section or subsection. Although the Grant RFP has laid out specific criteria within sections and subsections, evaluators will not separately assign a score for each criterion in holistic scoring. Rather, as they read, they balance strengths and weaknesses in meeting such specific criteria to arrive at an overall assessment of meeting the requirements of the Grant RFP.

   5.2 Each section is listed with an overall points value: Section 3: Program Activities (30 Points) 3.1: Five points for Sections A-G. Is each of the seven questions in the section then worth .7 points to add up to the total of 5 points?

   RESPONSE: For purposes of scoring, this Grant RFP will not be evaluating each section using analytic scoring where a rating score will be given for each criterion as described in the question. Please refer to the response to Question 5.1 above for details on evaluating Grant RFP applications.

   5.3 Where is the Proposal Evaluation Posted for reference?

   RESPONSE: The proposal evaluation rubric has not been posted but will use the point allocation and criteria detailed in the RFP.

6. **PAPER SIZE.** The Proposal Narrative and Budget Narrative **are** to be submitted on single-spaced 8.5" x 11" pages with one-inch margins using a Times Roman or Arial font in a 12-point size. The Work Plan Template provided in Excel, when complete, does not conform to that standard set forth above and prints on an 8.5 by 11 and 8.5 by 14-inch paper as shown on the attached photo. Since the Work Plan is to be completed on the Excel template provided as a printed document for inclusion in the completed application:

6.1 Should it be printed to fit on one page?

RESPONSE: Yes.

6.2 What size paper should it be printed on?

RESPONSE: The completed Work Plan be may printed on Letter (US) at 8.5x11 inches; Legal (US) at 8.5x14 inches; or Ledger (US) at 11x17 inches for submission purposes.

6.3 May applicants use a substitute template such as the Word Document attached?

RESPONSE: No.

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7. **ORGANIZATIONAL CHART.** Section 7 Question A (pg. 37) asks for an organizational chart for both school year and summer programs.

7.1 Is this question only asking for the various positions in the METS program (in school year and summer) or is it requesting additional information about the organization's administrative structure (i.e. Board of Education, District Superintendent, Assistant Superintendent, METS Director,….)?

RESPONSE: The organizational chart(s) in question for both school year and summer programs as stated in p. 37 should contain information on the Director, Data Specialist, Administrative Assistant/Support Staff, Migrant Educators who provide direct supplemental educational and support services to migrant eligible preschool children, in-school children and adolescents, and out-of-school youth, ages 3-21, as well as their parents. In addition, the organization chart(s) should also contain information on additional staff, as needed, for implementing summer programs and services.

7.2 Do these charts count towards the 25-page limit?

RESPONSE: The organizational chart(s) will count towards the 25-page limit. Applicants should give considerable thought as to how to present such information as requested without exceeding the 25-page limit.

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8. **ABSTRACT.** A one-page abstract is mentioned in the RFP (0 points, but required). Does the abstract need to be included in the 25-page limit for the Proposal Narrative? Or is it outside of the 25-page limit?

RESPONSE: The one-page extract is included in the 25-page limit for the Proposal Narrative. The abstract represents a stand-alone text; it is the first substantive description of the application read by an evaluator. It should be viewed as an opportunity to set accurate expectations. The abstracts may be up to one-page in length. Applications with shorter extracts will not have any effect on how the applications are evaluated. Please refer to responses above, specifically to Questions 5.1 and 5.2, on scoring.

9. **CONTRACT BOILERPLATE.** On the NYSED site where the RFP is posted there is a "Contract Boilerplate" (**STATE OF NEW YORK MASTER CONTRACT FOR GRANTS FACE PAGE)** provided. This document isn't referenced on the RFP "Application Checklist". Is this provided for informational purposes only? Is this something that is completed after grants are awarded?

    RESPONSE: The Contract Boilerplate is provided for informational purposes only. There is no need for applicants to complete or submit this document. Following award, awardees, other than public school districts and BOCES, will be required to sign a contract based on this boilerplate.

10. **CYCLE OF INQUIRY AND ACTION.** Please explain the reference to the use of data in the "cycle of inquiry and action" (pg. 30 – 3.1aA).

    RESPONSE: The New York State Migrant Education Program (NYS-MEP) is committed to be a true learning community, where inquiry and action serve to improve instruction and leadership. This collaborative inquiry-action cycle involves developing a vision and data culture; designing and implementing programs and services; collecting, analyzing, and reporting data on such programs and services; and deriving implications for improving practices. For inquiry and action to work, the NYS-MEP and, by extension, the Migrant Education Tutorial and Support Services (METS) program centers and the Statewide Support Team (*Migrant Technical Assistance and Support Center* and the *Identification and Recruitment/MIS2000/MSIX* program center) are intentional in creating a safe and collaborative data culture based on a growth mindset and relational trust in order to provide meaningful, relevant, and effective programs and services provided to all migrant-eligible students and their families throughout the program year.

11. **MILEAGE REIMBURSEMENT AND M/WBE GOALS.** In which of the budget categories (Professional Salaries, Support Staff Salaries, Fringe Benefits, Indirect Costs, Rent/Lease/Utilities) should programs list "Mileage Reimbursement" for staff use of personal vehicles to travel between work sites. This is a large non-discretionary expense that shouldn't be subject to the M/WBE Goals. This is in reference to the M/WBE Goal Calculation Worksheet on page 41.

    RESPONSE: Mileage reimbursement cannot be excluded from the M/WBE goal calculation, as it is deemed a discretionary purchase. Once all discretionary areas of the FS-10 are exhausted for M/WBE utilization, the project may apply for a partial waiver for these areas of the budget should they need to. NYSED's M/WBE Grant Coordinator is available to assist applicants in meeting the M/WBE goals by contacting MWBEgrants@nysed.gov.

12. **TECHNICAL ASSISTANCE AND SUPPORT.** To what extent will the NYSMEP support programs in complying with the Data Security and Privacy Plan provisions detailed in Appendix R, specifically related to use of Web Snap through remote access. What support will be provided in regard to training, equipment, and other aspects of implementation?

RESPONSE: The web snap system referred to on pp. 12 and 38 conforms to the requirements set forth by the National Institute of Standards and Technology (NIST) at the U.S. Department of Commerce under NIST SP 800-171 Revision 1 (December 2016). The Statewide *Identification and Recruitment/MIS2000/MSIX* (ID&R) program center will provide ongoing and supportive first point of contact on matters relating to hardware, software, data, personnel, and procedures (including group and one-on-one training) to all *Migrant Education Tutorial and Support Services* (METS) grantees in the implementation of the web snap system starting with out-of-school youth data in program year 2018-19, as it relates to the Data Security and Privacy Plan detailed in Appendix R.

13. **WORK PLAN.** In the current format the Excel Work Plan is not user friendly to fill in and is challenging to print in the required 8.5 by 11.5 size format. Can this be reformatted and/or released as a Word Document? Can programs submit it as a Word Document or in another equivalent format?

    RESPONSE: Please refer to responses to Questions #6.1, #6.2, and #6.3 above.

14. **PROPOSAL NARRATIVE.** Could you identify/further clarify the differences between 3.3 J and 3.3 K? (pg. 32) These questions seem very similar.

    RESPONSE: Section 3.3(J) concerns the implementation of effective program activities to meet State Performance Targets (SPTs) and Measurable Program Outcomes (MPOs) for the identified goal areas, including English Language Arts, Mathematics, Graduation Rate, Preschool Children, and Out-of-School Youth based on local needs, conditions, resources, and data. Section 3.3(K) focuses specifically on those specific and targeted strategies listed and how the applicants seek to address them and the strategic outcomes through a process of inquiry and action. Please refer to response to Question #10 for more information on *Cycle of Inquiry and Action.*

15. **STAFFING.** In order to maximize direct services to migrant students and families it would be helpful to have additional flexibility in FTEs for the Director/Data Specialist and Support Staff positions? With current and projected funding cut, the ability to preserve migrant educator FTEs, and the accompanying direct services they provide is essential. It would be prudent to have flexibility to utilize other staffing arrangements that can effectively fulfill the responsibilities of these roles. Based on an organization's experience, structure, and resources, can other staffing configurations (i.e. combined support staff/data specialist, combined data specialist/migrant educator, lesser FTE for Director position, etc.) be considered?

    RESPONSE: An eligible applicant may, with the provision of a clear rationale(s) and data analysis (e.g., current and projected migratory trends and student counts), provide an alternate staffing plan along with the corresponding FTEs for each position identified in the Grant RFP. The applicant must also provide assurances and a detailed plan that illustrates how the requirements of the RFP will be met based on the proposed alternate FTEs.