

**Extended Learning Time 2013 RFP
General Questions and Answers**

NOTE: A school district may subcontract with a for-profit vendor in their grant application. A school district may subcontract up to 20% of the total grant award to for-profit vendors. A not-for-profit partner in the grant application may not subcontract with a for-profit vendor for any of the services to be delivered in the application.

1. Are we eligible for the Extended Learning Time grant?

A. Eligible applicants are public school districts operating independently or school districts acting as lead agency in collaboration with not-for-profit CBOs that put forward a proposal to improve student outcomes by adding at least 25 percent more time to the academic calendar beyond the current schedule by extending the school day, school week, school year, or some combination thereof, either district-wide or in selected school buildings. For this RFP, BOCES and public charter schools are not eligible to apply for this grant program.

2. Our school district organizes buildings by grade rather than neighborhood, so that one of our school buildings serves all the district's PreKindergarten and Kindergarten students. If we applied to extend the PreK program from half-day to full day (adding at least 25% more time to the PreK-day), but did not extend the Kindergarten day/week/year, would this be considered a "schoolwide" proposal? Would this school be eligible to apply?

A. No. The school must extend the academic calendar by 25% for all students in the school building.

3. Are individuals able to apply for the grant?

A. No. Public school districts operating independently or school districts acting as lead agency in collaboration with not-for-profit Community Based Organizations are eligible to apply for this funding opportunity.

4. Is there a CAP on how many CBO's a school can work with?

A. No.

5. Can 2-3 schools housed in the same building apply under 1 application?

A. Yes. The district may select multiple schools in the same building in which to increase school-wide learning opportunities.

6. May a school district apply as a lead agency and form a consortium with other school districts?

A. No A school district must operate independently or act as the lead agency in collaboration with not-for-profit CBOs to increase school-wide learning opportunities either district-wide or in selected school buildings.

7. On page 4 of the RFP, the first number about eligibility requirements mentions that the district must have had their procedures for conducting annual professional performance reviews approved by the Commissioner on or before September 1, 2013. I am writing to inquire about whether or not there is any flexibility in this eligibility requirement and what constitutes "documentation" that this eligibility requirement has been met.

A. The statute for this grant (Chapter 53 of the Laws of 2013) provides that no district shall receive any portion of the grant unless it has submitted documentation (<https://gw.nysed.gov/gw/>) that has been approved by the Commissioner, demonstrating that it has fully implemented new standards and procedures for Annual Performance Reviews of classroom teachers and building principals pursuant to Education Law section 3012-c. Therefore, the district must demonstrate full implementation to receive these grant monies.

In order to demonstrate that each district or BOCES has fully implemented their approved APPR plan for the 2012-13 school year, it is required that an additional certification form be completed by August 30, 2013 by the superintendent of schools and Board President. Please see Section C31 of the APPR Guidance (<http://www.engageny.org/sites/default/files/resource/attachments/appr-field-guidance.pdf>) (1.72 MB) and Question #4 in the Data Submission Frequently Asked Questions Document (<http://usny.nysed.gov/rttt/teachers-leaders/appr-data-submission-deadline-memo-and-faq.html>) relating to what documentation is required to demonstrate full implementation for receipt of this grant money.

8. Can one district be the lead applicant, partner with one CBO and have up to 5 other school districts in the same application?

A. No. A school district must operate independently or act as the lead agency in collaboration with not-for-profit CBOs to increase school-wide learning opportunities either district-wide or in selected school buildings.

9. According to the RFP districts may collaborate with non-profits. However, are school districts able to partner with units of government, ie- Youth

Bureaus? Youth Bureaus provide positive youth development programming to hundreds of thousands of youth and families throughout NYS and have been long standing partners to school districts.

A. Yes. School districts can include any potential partners it wishes in its plans for the extended-learning time.

10. Can a District submit a proposal for more than 1 middle school in the same proposal?

A. Yes. The district may select multiple school buildings in which to increase school-wide learning opportunities.

11. In New York City, can there be more than 1 proposal from a Community School District? Is there is a limit on the number of proposals that can be submitted by a Community School District?

A. There is no limit to the number of proposals any school district can submit. However, as stated in the RFP, no school district shall receive more than 40 percent of the total school-wide extended learning time grant allocation. New York City is considered one school district.

12. In New York City, can a non-profit Partnership Support Organization functioning as a Network for the NYC DOE serve as a lead applicant in a proposal?

A. No.

13. In New York City, can a non-profit CBO serve as the lead applicant in a proposal?

A. No. Only public school districts operating independently or school districts acting as the lead agency in collaboration with not-for-profit CBOs are eligible to apply for this funding opportunity.

14. Are non profits eligible to apply along with collaboration of their respective local school district?

A. Non profit agencies may not apply as the lead applicant. Only public school districts operating independently or school districts acting as the lead agency in collaboration with not-for-profit CBOs are eligible to apply for this funding opportunity.

15. Can a feeder school formula be used to qualify a school that is not on the current list of eligible schools provided by NYSED?

A. Yes. Please note that this question relates to eligibility for priority points; all schools are eligible to participate in the extended learning time grant program. Pattern Option - A middle or high school that is not on the list will be considered eligible if the average of the "poverty measure" of the elementary schools that feed into that school is at or above 40 percent. However, in New York City students apply to enroll in the high school of their choice. Therefore, the feeder schools cannot be used to determine the eligibility of the high school. Please submit evidence of free and reduced percentages to ELTGOV@mail.nysed.gov before October 25th.

16. May we, as a CBO apply directly for this grant -- or only through a school district?

A. CBOs may not apply as the lead applicant. Only public school districts operating independently or school districts acting as the lead agency in collaboration with not-for-profit CBOs are eligible to apply for this funding opportunity.

17. May this grant be used towards servicing middle and high school students or is it ONLY for Pre K and K students?

A. A school district may apply to serve students district-wide and include all grades, or in selected schools to offer a school-wide program. There is no limitation on eligible grades. Applications that serve students in grades 6-8 will receive additional points as a competitive priority.

18. Is this grant opportunity only for grades 6-8 or does it cover high school students as well?

A. A school district may apply to serve students district-wide and include all grades, or in selected schools to offer a school-wide program. There is no limitation on eligible grades; however, applications that serve students in grades 6-8 will receive additional points as a competitive priority.

19. Is funding only available for the creation of new after-school programs or are existing after-school program eligible to apply?

A. Applicants must put forward a proposal to improve student outcomes by adding at least 25 percent more time to the academic calendar beyond the current schedule (which may or may not include an existing afterschool program) by extending the

school day, school week, school year, or some combination thereof through a comprehensive restructuring of how time is used.

20. I'm hoping you can clarify whether a public charter school can apply if operated by a non profit CBO.

A. Public charter schools are not eligible to apply for this grant program. CBOs cannot be a lead applicant.

21. I need to ask if I can apply for the grant, if I am a private academy in the Diocese? I was unsure of what the RFP Boces meant.

A. No. Only public school districts are eligible for this funding opportunity. BOCES stands for Board of Cooperative Educational Services.

22. One of the eligible Elementary Schools was closed at the end of the last school year (June 2013) and this school year their students are being bused to other elementary schools in the district. Is this closed school still eligible to apply for the Extended Learning Grant?

A. No. Public schools must be open and have students enrolled in the building in order to be eligible for this funding opportunity.

23. Is the NYC DOE applying on behalf of the entire city school system, or on behalf of selected districts? And how were these districts selected?

A. A school district may apply to implement extended learning time district-wide or in select school buildings. You will need to contact the NYC DOE's Division of Academics, Performance and Support at chastings@schools.nyc.gov to obtain information about its plan to apply for these funds.

24. We would very much like to participate in the ELT initiative for NYC DOE as we're already providing extended day services in partnership with District 22; how do we go about this?

A. You will need to contact the NYC DOE's Division of Academics, Performance and Support at chastings@schools.nyc.gov.

25. May a district focus on only 1 or 2 of its schools for this grant or must the extension apply district-wide?

A. As stated in the RFP, a district may apply to serve schools either district-wide or in selected school buildings.

26. Are CBOs, eligible to apply in collaboration with schools with the district sign off?

A. CBOs may not be the lead applicant for the ELT grant. As the lead agency, a District may collaborate with CBOs.

27. Would an application for a summer school program fall within the guidelines of the ELT grant?

A. Yes, if the summer school program will add at least 25 percent more time to the academic calendar beyond the current schedule, and serve all students in the school. A summer school program for select students would not qualify.

28. I was wondering if this program applies to non-public schools?

A. Non-public schools are not eligible for this funding opportunity.

29. If our district's latest BEDS information (from October 2013) shows a different percentage of students eligible to receive free and reduced lunch, can we use the more up-to-date figures rather than the data available through SED as listed in link in the RFP?

A. Districts may use the latest demographic data to better serve at-risk and other under-served students. Please submit evidence of eligibility to ELTGOV@mail.nysed.gov before October 25th.

30. I am working with an individual school in New York City and we would like to apply for this grant. We usually apply for grants on our own. This RFP says that we have to apply as a district. As you know, NYC Public Schools has 100s of schools. Can you tell me how we can apply for this grant on our own? Do we need to get district approval?

A. An individual school may not apply on its own. Any individual schools that want to be included in this grant initiative must be part of a district-wide application and have district approval to be included. You will need to contact the NYC DOE's Division of Academics, Performance and Support at chastings@schools.nyc.gov.

31. If the school district is the lead agency are for profit organizations able to be a vendor on the Extended Learning Grant? If yes, is there a maximum on how high a percentage of the total grant budget can be expenses for services from a for-profit vendor?

A. A school district may subcontract with a for-profit vendor in their grant application. A school district may subcontract up to 20% of the total grant award to for-profit vendors. A not-for-profit partner in the grant application may not subcontract with a for-profit vendor for any of the services to be delivered in the application.

32. We are a non-instructional school. Our students are tuitioned to a neighboring school district but come back to our school for an extended learning time and after school program. Does our program qualify for any grant funding?

A. The school could be eligible to participate if its application reflects a comprehensive restructuring of the school calendar and demonstrates at least at 25% increase in time compared to the combined tuitioned-out school day and existing after school program.

33. Are school districts allowed to apply as a consortium for ELT funds?

A. No. A school district must operate independently or act as the lead agency in collaboration with not-for-profit CBOs to increase school-wide learning opportunities either district-wide or in selected school buildings.

34. It is my understanding that school districts are not required to partner with community-based organizations to compete for ELT funding. Is this correct?

A. Correct, a school district may apply independently or in collaboration with a not-for-profit community-based organization.

35. Can several districts partner with a single CBO as a coalition?

A. A school district must operate independently or act as the lead agency in collaboration with not-for-profit CBOs to increase school-wide learning opportunities either district-wide or in selected school buildings. Several school districts may partner with the same CBO, but each school district must submit a separate application.

36. Can a CBO be the applicant or must it be a school district?

A. The school district must be the lead applicant.

37. Are CBOs eligible to apply in collaboration with individual and/or groups of schools, with the district sign off?

A. A school district must be the lead applicant. A CBO may be a collaborating partner in more than one district grant.

38. Can a district submit multiple proposals using different schools and CBO partners? If NYS ED decides to submit just 1 proposal for ELT, there will be no competition in NYC and therefore no reason for NYS DOE to include any CBOs in its proposal. There will only be 1 proposal. NYS ED will make 1 grant to NY. It will be politically impossible for NYS ED to deny the NYC DOE request. What are NYC CBOs supposed to do to prevent being eliminated from the ELT proposal. As the RFP is written now, NYC DOE can take all the money, not include any CBOs, and also spend all the money any way the DOE wants.

A. As stated in ED law 3641 6(b) Expanded Learning Grants 6-b. Extended learning grants: the Commissioner shall award competitive planning and implementation grants pursuant to this subdivision to eligible school districts or school districts in collaboration with not-for-profit community based organizations.

CBOs that are interested in collaborating on an ELT initiative are encouraged to communicate directly with the school district.

39. If a District opts for a 1/1/14 start date, may they also apply for a planning grant?

A. Yes.

40. Is Attachment B to be considered in the 25 page limit?

A. No.

41. Does the letter of intent need the signature of the superintendent, principal, and the CBO?

A. Applicants are encouraged to obtain the signature of the District Superintendent for the letter of intent.

42. Our district's configuration is K—6, 7—8, and 9—12. We'd like to extend the day for the middle schools and the high school. Can we receive priority points for serving grades 6—8?

A. Priority points for proposals that serve grades 6-8 will be distributed as follows:

- Five (5) priority points will be provided to a proposal that includes grades 6, 7 and 8.
- Three (3) priority points will be provided to a proposal that includes two grades (of the 6, 7 or 8)
- Two (2) priority points will be provided to a proposal that includes one of the grades (6, 7 or 8)

43. Must the 25% time extension be for all students in each selected school or may the day be extended for targeted, high-need students only?

A. Extending the school day must be schoolwide, not for selected students in the building. As stated on page 3 of the RFP; the time increase can happen during the school day, before/after the traditional school day schedule, during weekend hours, during scheduled school vacations and/or summer programming and must provide additional instruction or educational programs for all students.

44. Might some of the 25% extended time be used for the recommended additional teacher collaboration and planning hour each week or does that time need to be scheduled in above and beyond the students' day?

A. As stated in the RFP, the time increase must be to provide additional instruction or educational programs for students.

45. In a community that has scheduled intermural sports activities, can participating students move in and out of the extended schedule as their sports' seasons dictate?

A. When developing an ELT proposal, districts should take into account the intermural sports schedule to create a program that will still meet the 25% increase in learning time for all students.

46. This question refers to the priority school building list on the Extended Learning Time Grant. Our Elementary School has a FRL rate of 41.5% at

the end of the 2012-13 school year and 42.1% for the prior year. I would like to have our school put on the priority list as we meet the qualifications as they are spelled out for eligibility.

A. If applying to increase time at the Elementary School, the application would be eligible for priority points.

47. Can we identify an outside evaluator and put the costs associated into the budget?

A. Costs for an outside evaluator are not prohibited in this funding opportunity.

48. I wanted to make sure that I'm reading the RFP correctly, regarding the cost per pupil. According to the chart on page 5 of the RFP, it looks like the cost per pupil for New York City can be up to \$1,699. Is that correct?

A. Yes.

49. Would it be possible to submit a proposal for two separate sites, where one site would begin in January 2014, and the other would begin in July 2014?

A. Yes.

50. As a Special Act School that operates with a per diem rate of approximately \$43,000, would we calculate the cost per pupil as 10% of this figure for a cost per pupil of \$4,300? If not, how should we calculate this figure?

A. Grants will cover the expected cost per pupil, which is the greater of \$1500 or 10 percent of the Annual Operating Expense, as prescribed in Section 3641 of New York Education Law.

51. In determining the number of students served, would we use the average daily enrollment or the average enrollment of the school year? Our Special Act School has open enrollment and students are enrolled in our school throughout the year. Therefore, we actually enroll and serve many more students over the course of the school year than we do at any particular point in time. Should we calculate/estimate this number of students who will participate (and therefore the total program budget) using daily attendance or using the number of non-duplicated students enrolled over the course of the year?

A. In determining the number of students served, the district should use the average daily enrollment.

52. Can you please tell me if the 40% cap of \$20 million is for the 2013-2014 year and then can be renewed each year for 2014-15 and 2015-16 (Up to \$24 million total); or is the 40% cap for the period of three years?

A. The 40% district cap is a yearly cap.

53. Can you please tell me roughly how many grants you intend to award, and if available, how many applications your office received in the last round of funding, and of those, how many were awarded? This will help me approximate the relative competitiveness of the program.

A. The number of grant awards will be dependent on the awardees' cost per student allocation, and the number of students involved in each ELT initiative. This is the first funding opportunity for this Extended Learning Time grant initiative.

54. In the RFP section on Program Narrative, the RFP states Section #2 on Restructuring of the School Day/Week/Year will receive up to 40 points (p. 21). How many of those points will go for (a) Additional time for core academics? And how many for (b) Additional time for enrichments?

A. Points will be awarded based on the quality of the responses that meet the standard for additional time for core academics and enrichment.

55. Must a district's Extended Learning Time model simply be made available to all students or is the participation of all students mandatory?

A. Because extended learning time is implemented through a restructuring of the school day and/or year, it is not possible for students to "opt out." The extended time simply becomes a part of the standard school calendar.

56. If a district is implementing a 21st Century Community Learning Centers grant, can those program hours be counted toward the 25% increase in learning time?

A. No. The 25% increase in time must be in addition to any existing programs currently being offered.

57. Can transportation costs associated with a district's proposed model be paid for using Extended Learning Time funds?

A. Costs for transportation are not prohibited in this funding opportunity.

58. Must a district formally document consultation with appropriate local bargaining units during the development of its Extended Learning Time model?

A. Documentation of communication with appropriate bargaining units in regard to this grant initiative is encouraged, but not required.

59. Can a grant award be increased in a participating school's average daily attendance increases from the threshold established by NYSED?

A. No.

60. Must a district propose serving all students in grades 6-8 in order to receive 5 priority points? For example, will the priority points be awarded if a district proposes to serve an Intermediate School with students in grades 3-6, but not students in grades 7-8?

- A. Priority points for proposals that serve grades 6-8 will be distributed as follows:
- Five (5) priority points will be provided to a proposal that includes grades 6, 7 and 8.
 - Three (3) priority points will be provided to a proposal that includes two grades (of the 6, 7 or 8)
 - Two (2) priority points will be provided to a proposal that includes one of the grades (6, 7 or 8)

61. Is there a minimum increase in the amount of additional time for teacher development, leadership, and collaboration that must be included in a district's model?

A. No.

62. Does the grant mandate that every student in the building follow the extended schedule or are there varying stipulations?

A. Yes. The 25% increase in time must be school-wide, for all students in the building. Extended learning time is implemented through a restructuring of the school day and/or year, and simply becomes a part of the standard school calendar.

63. Can AIS services be provided during extended times?

A. Yes.

64. Is there a cap on the amount an individual applicant can request from the ELT grant program?

A. Grants will cover the expected cost per pupil, which is the greater of \$1500 or 10 percent of the Annual Operating Expense, as prescribed in Section 3641 of New York Education Law. Grant awards will be based on projected number of students attending the selected schools.

65. What specific information needs to be included in the mandatory letter of intent to apply?

A. The letter of intent should include the district name and how many individual applications it plans to submit, as well as designating the specific participating schools in which services will be delivered.

66. Why are New York City children receiving a smaller share of the funding on this RFP than in RFPs in past years from NYS ED? The ELT Grant Program RFP only allows “40% to one District,” which translates into a maximum of \$8 million per year to New York City students. In contrast, 21st Century Round 6 RFP distributed 55% to New York City students and explained the distribution was based on the number of students in the 3 geographic areas. Why are New York City children now having their fair share cut?

A. As stated in ED law 3641 6(b) (2) e. of Expanded Learning Grants: No single district may be awarded more than forty percent of the total amount of grant awards made pursuant to this subdivision.

67. Is there a preferred format for the LOI (Letter of Intent)?

A. The letter of intent should include the district name and how many individual applications it plans to submit, as well as designating the specific participating schools in which services will be delivered.

68. The RFP states on page 3, "School-wide extended learning requires a transformation and redesign of the school calendar for all students in the school." And "The time increase can happen during the school day, before/after the traditional school day schedule, during weekend hours, during scheduled school vacations and/or summer programming and must provide additional instruction or educational programs for all students." Is this merely inclusive language intended to mean the program is open to and accessible for all students who choose to participate, or are schools obligated to require all students in the school participate in the extended schedule? Basically, is participation by all students in the extended learning time mandatory?

A. Because extended learning time is implemented through a restructuring of the school day and/or year, it is not possible to "opt out." The extended time simply becomes a part of the standard school calendar, and is mandatory for all students.

69. If a school district is working with a CBO to implement the program, is the CBO the applicant?

A. No. Only public school districts may be the lead applicant for this grant initiative.

70. If we are applying for multiple schools, do we need to submit multiple proposal packages?

A. Multiple schools in a district may be included in one proposal.

71. Are planning grants available to districts that are not ready for implementation? If so, is there an RFP?

A. Districts that plan to begin programming in September 2014 may request implementation planning funding with this application for up to \$10,000. Funds will be available January 1, 2014. If an applicant opts to utilize these additional available funds, the district must submit the supplemental information outlined in Section 6 on page 25 of the RFP.

72. The Funding Opportunity mentions "implementation planning funding of up to \$10,000 will be available January 1, 2014." Please explain. Can you use the money for planning only without implementation?

A. Districts that will begin programming in September 2014 may request implementation planning funding with this application for up to \$10,000. Funds will be available January 1, 2014. If an applicant opts to utilize these additional available funds, the district must submit the supplemental information outlined in Section 6 on page 25 of the RFP.

73. Is the ELT initiative, as you have structured it, only for school wide programs for all students? In other words, must all students within a school participate?

A. Yes, all students in the building must participate in expanded learning time.

74. NYS Education Department has "established an overall goal of 20% for M/WBE participation based on the current availability of qualified MBE's and WBEs. Please explain what you mean by 20% with reference to an individual grant. Does 20% of expenditures have to be dedicated to M/WBE for purchased services or supplies and materials?"

A. The M/WBE goal amount for an application is based on the total amount of the grant for all years, excluding Salaries, Employee Benefits, Indirect Costs, and Rent/Lease/Utilities. The Grant M/WBE Calculation form should be used for determining the goal amount.

75. If a district requests a "Complete Waiver of Participation Goals" for M/WBE, will the district lose points even though the district provides strong documentation of good faith efforts to obtain the use of certified M/WBE enterprises.

A. M/WBE participation/compliance is not a consideration in the scoring rubric.

76. Is the 60 minutes/week collaboration for core academic teachers to analyze and respond to data required *in addition* to collaboration already in place at the buildings?

A. No, as long as the 60 minute requirement for weekly collaboration is already being met.

77. Is it permissible to have a grade range of students transported to a local college campus for STEM programs at the end of the day to expand the School Day?

A. The RFP does not prohibit extended learning time activities being offered off school grounds.

78. Please explain average daily attendance. We hope to add time after school and during the summer. We anticipate that the numbers will be higher during the summer. How do we calculate the average daily attendance if we expect 200 kids during the school year but expect 300 during the summer?

A. Because extended learning time is implemented through a restructuring of the school day and/or year, it simply becomes a part of the standard school calendar. Therefore, all students are expected to attend any after school or summer learning activities; they cannot choose one or the other.

79. Does the applicant plan to implement extended learning time by changing the school day, week and/or year during the 2013-14 school year equivalent to at least half of the extended learning time of a full school year?

A. Yes. The district's 2013-2014 award will be prorated to reflect the additional learning time implemented in the 2013-14 school year as a percentage of the minimum additional time required on an annual basis for the Expanded Learning Time program. Districts must use the budget calculator to determine actual hours and budgeted costs. The calculator is available at:

<http://www.p12.nysed.gov/sss/ExpandedLearningGrantCalculator.xls>

80. Are schools required to obtain School-Age Child Care registration if it includes community partners working with the school faculty under the principal's leadership and funded entirely by the Extended Learning Time Grant?

A. No.

81. Can the Grant money be used to pay staff to work with students after the regular school hours?

A. ELT funds may only be used to pay staff to work with students after the regular school hours if the activities are part of the comprehensive Extended Learning Time program.

82. In the event that a school proposes to extend learning by adding a 10 week summer program, must all students enrolled in the school participate?

A. Because extended learning time is implemented through a restructuring of the school day and/or year, it is not possible to “opt out.” The extended time simply becomes a part of the standard school calendar.

83. The language of the grant states that the program must be made available to all students in the school. Is attendance required by all students? Could some students/families opt out?

A. Because extended learning time is implemented through a restructuring of the school day and/or year, it is not possible to “opt out.” The extended time simply becomes a part of the standard school calendar.

84. Can the bus schedule for the whole school be changed to reflect the expanded hours? What about those students or families who elect not to participate?

A. Yes, the bus schedule for the whole school may be changed to reflect the expanded hours. Because extended learning time is implemented through a restructuring of the school day and/or year, it is not possible to elect not to participate.

85. Will districts receive priority credit for having students in grade 6 in grade K-6 configurations?

Priority points for proposals that serve grades 6-8 will be distributed as follows:

- Five (5) priority points will be provided to a proposal that includes grades 6, 7 and 8.
- Three (3) priority points will be provided to a proposal that includes two grades (of the 6, 7 or 8)
- Two (2) priority points will be provided to a proposal that includes one of the grades (6, 7 or 8)

86. My question is in regards to a proposed summer success program that we wish to collaborate on with our Town Youth Program. The program takes in children who are summer residents, but do not attend our school district during the school year. Would using this grant to extent the learning year by having an academic component available for those attending the Summer Youth Program, even if not enrolled in the school district, be allowed as part of this grant?

A. No.

87. Most districts need help with understanding and completing the M/WBE forms at the end of the application, what help is going to be made available?

A. The Application Checklist identifies the list of required documents (see page 14). M/WBE assistance is available by contacting MWBE@mail.nysed.gov

88. The M/WBE forms do not make sense to districts using partners not necessarily vendors how can the forms be customized to be used by school districts? What can be done about the burden of this paperwork?

A. The Application Checklist identifies the list of required documents (see page 14). Applicants must use the forms included in application.

89. The RFP for the Extended Learning Time Grant Program indicates that school districts may only partner with not-for-profit community based organizations in their grant applications. Is it permissible for a non-profit CBO partner to subcontract some of the work included in their programs to for-profit youth development organizations that can offer extended learning program expertise? To be specific, can the grant application include a for-profit company as a vendor employed by the non-profit CBO?

A. A school district may subcontract with a for-profit vendor in their grant application. A school district may subcontract up to 20% of the total grant award to for-profit vendors. A not-for-profit partner in the grant application may not subcontract with a for-profit vendor for any of the services to be delivered in the application.

90. Is participation in ELT programming mandatory for all students in a school or is participation voluntary?

A. Participation is mandatory.

91. Can a district receive the 10 priority points for serving students who primarily attend a Title I school-wide school or a school with at least 40% free/reduced price lunch rates if the proposed program includes 4 schools that meet that threshold and 2 that are below the 40% threshold? Is the criteria based on the number of buildings to be served or the number of students to be served?

A. In order to be eligible for priority points, all schools in the application must meet the 40 percent threshold.

92. I wanted to let you know that the grant calculator is not working. I have put our BED's code and it will not auto fill the appropriate boxes. Please advise! This is an essential part of planning and the deadline is looming.

A. The grant calculator is working. Be sure to look at “Worksheet 2” tab on the spreadsheet to get the proper district code.

93. Is the grant award based on continuous enrollment or may individual students attend some afterschool sessions and not others? For example, if certain programming is offered on particular days of the week (ELA on Mondays; math on Tuesdays; etc.), could a student opt to attend only on Mondays if that's where they have an interest, and the school district determines the student needs extra help in that particular area?

A. Students may not choose to participate in some activities and not others. Because extended learning time is implemented through a restructuring of the school day and/or year, it is not possible to “opt out.” The extended time simply becomes a part of the standard school calendar, and all students must benefit from a 25% increase in learning time.

94. Could an applicant include in the budget the purchase of food for an afterschool snack or lunch during a break or summer session program?

A. The ELT grant does not prohibit the purchase of food, as long as it is for activities that are part of the ELT program.

95. Could transportation of students be included in the budget?

A. Yes.

96. Are districts required to charge fees for extra programming or may the activities be free?

A. Districts are not required to charge fees. ELT funds are to be used to support programming activities.

97. Are applicants held to the Office of Child and Family Services requirements for student to teacher ratios?

A. Only if a community based organization will be responsible for the entire program, including hiring staff, and will be serving seven or more children under the age of 13.

98. Recognizing the great need for increased time focusing on core academics and professional development, could a district launch the program in 2013-14 as a pilot and use the planning grant for 2013-14 to assess and enrich the program for future years of funding?

A. Yes.

99. Could the extra time for professional development focus only on the district teachers involved in the grant's extended learning time activities involving students with the understanding that those teachers would then collaborate and share what they learned with all district teachers in their existing time frame devoted to professional development so all teachers would benefit from the extra time?

A. Yes.

100. Is the extended learning time for professional development required to be offered to all teachers?

A. Professional development is required to be offered to all teachers involved in the Extended Learning Time initiative.

101. The RFP indicates that the FS-10 documents are not part of the 25-page limit. Is the budget narrative part of the 25-page limit?

A. Yes.

102. If a district opts to apply for the implementation planning allocation of up to \$10,000, will any narrative sections associated with this separate piece have to fit within the application's overall 25-page limit? If not, what's the page limit for describing the activities under implementation planning?

A. The work plan is in addition to the 25 page limit for the narrative. There is no page limit for the work plan. A concise work plan must include the following: Describe the planning activities that will be completed by the district to prepare for implementation no later than the 2014-2015 school year; list the personnel that will be responsible for each activity; create a time line for completion of all activities included on the work plan.

103. Can districts apply for the implementation planning funds if their ELT programs are starting in January 2014?

A. Yes.

104. Will scores and feedback/critiques from reviewers be available for this grant application? If so, what is the process for requesting this information?

A. Applicants may request a debriefing letter within five days from the notice of non-award. Request should be sent to ELTGOV@mail.nysed.gov.

105. How do districts complete the required M/WBE forms if they have not yet determined the vendors to be used for project supplies and materials? When submitting their ELT applications, are districts required to know the vendors they intend to use for project supplies?

A. M/WBE firm(s) that will be utilized should be identified at the time of submission. If this cannot be done, the applicant will have thirty days from the date of notice of award to fully complete the Utilization Plan (M/WBE 101), Notice of Intent to Participate (M/WBE 102) and respond satisfactorily to any follow-up questions from the Department. Failure to do so may result in potential loss of funding.

106. Do applicants have to complete M/WBE forms if their projects do not require the use of grant funds for contractual services or the procurement of supplies/materials?

A. Yes. The Application Checklist identifies the list of required documents (see page 14). Applicants must complete forms based on compliance method chosen.

107. More generally, it would seem that, to complete the M/WBE forms required to as part of the ELT application, districts must also have completed (or have significantly started) local competitive procurement/bid processes related to contracting with vendors. Is this correct?

A. Yes. M/WBE firm(s) that will be utilized should be identified at the time of submission. If this cannot be done, the applicant will have thirty days from the date of notice of award to fully complete the Utilization Plan (M/WBE 101), Notice of Intent to Participate (M/WBE 102) and respond satisfactorily to any

follow-up questions from the Department. Failure to do so may result in potential loss of funding.

108. Do applicants need to demonstrate that they are trying to contract with M/WBE vendors for all contractual goods and services associated with their program?

A. No.

109. Or will it suffice for an applicant to document how they intend to meet the annual M/WBE goal?

A. Yes.

110. For example, if an applicant is able to meet the annual M/WBE goal by contracting with a single vendor, does it need to document that it has made efforts to contract with M/WBE vendors for other services/supplies associated with the project?

A. No.

111. If goods and services associated with an applicant's ELT project are only provided by a sole source, would an applicant be exempt from M/WBE goals for the ELT program?

A. No.

112. If services can only be effectively delivered by a local, non-M/WBE contractor (such as a non-profit community-based organization), would an applicant be exempt from M/WBE goals?

A. No. All applicants are required to comply with NYSED's Minority and Women-Owned Business Enterprises (M/WBE) participation goals for this grant through one of three methods. M/WBE participation goals can be met by utilizing NYS certified firms for services, materials and/or supplies.

113. In either of these cases, how would an applicant document "good faith" efforts to meeting M/WBE goals (as required to complete by M/WBE Form 105)?

A. An applicant can document good faith efforts by providing copies or explanations as listed in Items 1-7 of M/WBE Contractor Good Faith Certification (FORM 105).

114. If we are applying to implement the grant in the 2013-14 year, are we required to complete an FS-10 for the period of 1/1/14 - 6/30/14 and then two additional FS-10s for the 2014-15 and 2015-16 school years?

A. If an applicant will begin programming January 1, 2014, an FS-10 budget, prorated for the 6 month (1/1/14-6/30/14) period, must be submitted. If the applicant will begin programming July 1, 2014, an FS-10 is required for the period of 7/1/14-6/30/15. An FS-10 for the 2015-2016 program year is not required to be submitted at the time of application submission.

115. A school in an NYC Community School District, is interested in applying for the Extended Learning Time opportunity released by NYSED earlier this month. Can a school apply with a CBO partner, or must the lead agency be the central office of the school district?

A. The lead applicant must be the central office at NYC DOE or a Community School District.

116. Are focus and priority schools still required to reflect the additional 200 hours of ELT programming in their schedule?

A. Only priority schools are required to increase learning time by 200 hours. Those applications may use the ELT funds to help fulfill the 200 hour requirement, as long as the priority school is not supplanting funds. .

117. Have the focus and priority schools been notified of the 200 hour requirement by the districts?

A. Yes.

- 118. Will districts notify school of the intention to apply or should principals and CBO partners submit applications as the initiation of the application process?**
- A. The School District must apply on behalf of its schools, therefore, all schools and partners should be working closely with the District office in developing the ELT proposal.
- 119. Will the funding provided by this RFP initiative be eligible for use in supporting the mandatory 200 hour ELT requirement for focus and priority schools?**
- A. Only Priority schools are required to increase learning time by 200 hours. Those applications may use the ELT funds to help fulfill the 200 hour requirement, as long as the priority school is not supplanting funds. .
- 120. Besides the extra points given for targeting high-need schools that meet the criteria as laid out in the RFP, what is the actual breakdown of the RFP scoring system?**
- A. Point allocations are written in the narrative section of the RFP as follows:
- Targeting Schools and Students with Greatest Need (20 points)
 - Clear, Comprehensive Restructuring of the School Day/Week/Year (40 points)
 - Additional Time for Teacher Development, Leadership, and Collaboration (10 points)
 - Evidence-based programming and measurable success (10 points)
 - Resources are Aligned and Focused (20 points)
- 121. May grant funds be used for evaluation services?**
- A. Yes.
- 122. Can the NYCDOE submit more than one \$8 million proposal? Meaning, can the NYCDOE submit multiple proposals with a different cohort of schools in each proposal?**
- A. Any School District may submit multiple applications that total more than the 40% funding cap. However, no school district shall receive more than 40 percent of the total school-wide extended learning time grant allocation (\$8 million).

123. What is the maximum possible award amount for the first year, seeing as it is only 6 months in duration (January 2014-June 30, 2014)?

A. For grants implementing ELT in the 2013-14 school year, funding will be prorated based on additional hours in 2013-14 as a percentage of the 25% minimum additional hours on an annual basis.

124. Do we need to identify all schools and provide complete data profile sheets by either the LOI due date or final application due date? Can we submit our application *without* a complete list of participating schools and then upon award of the grant identify all schools with their data profile sheets as necessary?

A. The final list of all participating schools and related data must be included in the application submission.

125. Can districts propose a hybrid proposal, in which some schools implement in the 2013-14 school year and others begin in September 2014?

A. Yes. In order to receive priority points for the schools the district wishes to implement in 2013-14, the district may wish to submit separate applications, one for 2013-14 implementation (which would receive priority points) and one for 2014-15 implementation (which would not receive those priority points).

126. If the districted is providing students with tools, curriculum and teacher support to engage in extended learning time during long holidays and or summer vacation via a web-mediated environment and can verify hours, can this count towards achieving the 25% of extended time?

A. Yes.

127. Can the list of schools included on the Letter of Intent change in the final proposal, pending final decisions of school and district leaders, parents and community organizations? (Similar to the question above of date at which schools need to be indicated/confirmed.)

A. The final list of all participating schools and related data are required with the application submission. The Letter of Intent should include a list of schools anticipated to be included in the grant submission.

128. How many schools and/or what proportion of students must implement in 2013-14 to receive the competitive preference points?

A. All schools included in the application must implement ELT in 2013-14 to receive the competitive preference point.

129. How many schools and/or what proportion of students must be in middle school grades to receive the competitive preference points?

A. Priority points for proposals that serve grades 6-8 will be distributed as follows:

- Five (5) priority points will be provided to a proposal that includes grades 6, 7 and 8.
- Three (3) priority points will be provided to a proposal that includes two grades (of the 6, 7 or 8)
- Two (2) priority points will be provided to a proposal that includes one of the grades (6, 7 or 8)

130. Is it possible for schools to partner with a for-profit CBO, to be paid as a vendor?

A. A school district may subcontract with a for-profit vendor in their grant application. A school district may subcontract up to 20% of the total grant award to for-profit vendors. A not-for-profit partner in the grant application may not subcontract with a for-profit vendor for any of the services to be delivered in the application.

131. What is the minimum percentage of a school's population that must attend extended learning time?

A. 100%. Because extended learning time is implemented through a restructuring of the school day and/or year, it is not possible to "opt out." The extended time simply becomes a part of the standard school calendar.

132. The RFP states that schools must expand learning time by adding at least 25 percent more time to the academic calendar beyond the current schedule. It also states, "School-wide extended learning requires a transformation and redesign of the school calendar for all students in the school." Can a school provide extended learning to subsets of students at different times as part of a school redesign? For example, could some students participate in an expanded learning program after the traditional school-day schedule, while others participate during the weekends and/or

summer as long as all students receive at least 25 percent more learning time?

A. Yes, a school may provide extended learning to subsets of students at different times as part of a school redesign, as long as all students receive at least 25 percent more learning time.

133. Are grantees that begin implementation during the 2013-2014 school year required to offer the extended learning time program to all students in the school beginning January 2014?

A. There is no minimum requirement for increased learning time from January 1, 2014 – June 30, 2014; however, in order to receive priority points the applicant must plan to implement extended learning time during the 2013-14 school year equivalent to at least half of the expanded learning time of a full school year. The applicant must use the Grant Calculator on page 5 of the RFP to calculate ELT hours in relation to prorated funding percentage.

134. Can a school or network of schools phase in extended learning time, for example offering extended day to one or more grades in the school in the 2013-14 year and more grades in the 2014-15 year?

A. No. All students in the building must benefit from extended learning time. The applicant must use the Grant Calculator on page 5 of the RFP to calculate ELT hours in relation to prorated funding percentage.

135. The RFP states that grantees, "...will need to complete an ELT Performance Agreement prior to implementing the extended learning time schedule that will set clear, measurable goals and benchmarks," including targets for attendance. Are grantees that begin implementation during the 2013-2014 school year required to set a performance benchmark of 100% for program participation beginning January 2014?

A. There is no minimum requirement for increased learning time from January 1, 2014 – June 30, 2014. The applicant must create benchmarks which reflect the hours of programming between January 1st and June 30th, and use the Grant Calculator on page 5 of the RFP to calculate ELT hours in relation to prorated funding percentage.

136. For schools and districts proposing to offer a summer component, are rising 6th graders considered students in the middle grades for purposes of the competitive preference points?

A. Yes.

137. For schools and districts proposing to offer a summer component, are rising 9th graders considered students in the middle grades for purposes of the competitive preference points?

A. No.

138. Are activities in the summer of 2014 considered part of 2013-14 implementation or 2014-15 implementation for the purposes of competitive preference points?

A. Summer ELT activities are part of the 2014-2015 program year (July 1, 2014 – June 30, 2015), and are not eligible for competitive performance points.

139. Is it expected that all schools in a district proposal will offer the same model for extended day. For example, may some offer a longer school day while others offer a longer school year?

A. ELT design may vary among individual schools in the district.

140. The grant program requires districts to use additional time for teacher professional development. Does the additional time added for professional development count toward the minimum 25 percent more time? To clarify, is it expected that students receive 25% more time, regardless of when teachers receive extra professional development time?

A. Yes. As stated in the RFP, applicants must indicate the current amount of student learning time and the proposed minimum amount of student learning time under this proposal, which must demonstrate at least a 25 percent increase from the current base.

141. The scoring rubric states that extra-curricular activities outside of core academics, including sports, are permitted but must be tied to increased student achievement and academic performance. While high-quality enrichment activities, such as sports, can positively impact student engagement and achievement, they may not have a direct academic focus. Are high-quality enrichments that do not directly focus on academic standards, but can improve academic achievement as a result of participation, permitted in the ELT program?

A. It is the responsibility of the applicant to thoroughly describe how high-quality enrichments that do not directly focus on academic standards can improve academic achievement as a result of participation.

142. The RFP states that each grantee must provide actual school enrollment and average daily attendance each August 15th and that, “If the actual reported daily attendance is below a threshold established by the department when compared to the estimated average daily attendance used in the grant calculation, the grantee's grant may be proportionately reduced by the amount of the percentage deficiency.” Will any flexibility be given to schools that begin implementation in January 2014 and may need additional time to meet attendance goals?

A. There is no minimum requirement for increased learning time from January 1, 2014 – June 30, 2014. The applicant must create benchmarks which reflect the hours of programming between January 1st and June 30th, and use the Grant Calculator on page 5 of the RFP to calculate ELT hours in relation to prorated funding percentage.

143. Do schools and community partners currently offering after-school or summer learning opportunities to some students have to list those additional learning opportunities in attachment A, and are those considered part of the current school schedule even though they are not available to all students nor is there an expectation that all students attend?

A. Schools must include all current additional learning activities for students on Attachment A. Yes, they are part of the current school schedule.

144. May schools propose to use Extended Learning Time grant funds to redesign the school in combination with other funds that do not allow or require redesign of the school, e.g., local youth development funds, 21st Century Community Learning Center funds? May they incorporate these funds into the design of ELT to reach the highest number of schools and ensure they are supplementing rather than supplanting existing funds?

A. Yes, as long as ELT grant funds accomplish the purpose required in the statute and RFP.

145. Schools are required to add 25% more time to their current school schedule. If the current school schedule includes additional services for some, but not all students, can the school report its current schedule as the hours for which all students are expected to attend?

A. No, the 25% must be in addition to the current schedule, including any existing afterschool or summer programs that are part of the standard school calendar.

146. Do pre-K students need to be included in whole-school models in schools with pre-K classrooms?

A. Schools may use discretion in providing extended learning time to students in Pre-Kindergarten and Kindergarten.

147. Can schools that currently offer after-school or summer programs to some students use Extended Learning Time grant funds to offer a school redesign for all students?

A. Yes, as long as the school is increasing learning time by 25%.

148. Can extended hours beyond the traditional school schedule use this additional time to meet the minimum 25 percent additional time requirement?

A. No, the 25% must be in addition to the current schedule, including any existing afterschool or summer programs that are part of the standard school calendar.

149. Are grantees required or encouraged to contract with an external evaluator?

A. Hiring an external evaluator is not a requirement of this funding opportunity.

150. Are contracts with technical assistance providers an allowable use of program funds?

A. Yes.

151. Will grantees receive any technical assistance services from NYSED?

A. Yes.

152. On page 6 ‘Scoring’ the RFP states that “School-wide proposals that provide extended learning time for students in grades 6-8 will receive priority points.” Does that mean school districts applying for an Extended Learning Time grant for junior-senior high school (grades 7-12 students) would not qualify for the bonus points? Or could a district include grade 6 students (from elementary school) to receive the priority points?

A. Priority points for proposals that serve grades 6-8 will be distributed as follows:

- Five (5) priority points will be provided to a proposal that includes grades 6, 7 and 8.
- Three (3) priority points will be provided to a proposal that includes two grades (of the 6, 7 or 8)
- Two (2) priority points will be provided to a proposal that includes one of the grades (6, 7 or 8)

153. Are school districts that have a structure where the elementary school consists of grades K-6, a junior high comprised of grades 7-8 and a high school for grades 9-12 ineligible to receive priority points, if the district opts to apply for an Extended Learning Time grant targeting the junior-senior high school only (grades 7-12)? Would it be acceptable for the district to reach down to grade 6 for inclusion in the grant (minus grades K-5) and receive the priority points?

A. Priority points for proposals that serve grades 6-8 will be distributed as follows:

- Five (5) priority points will be provided to a proposal that includes grades 6, 7 and 8.
- Three (3) priority points will be provided to a proposal that includes two grades (of the 6, 7 or 8)
- Two (2) priority points will be provided to a proposal that includes one of the grades (6, 7 or 8)

154. Our district does not have a middle school defined as grades 6-8. We have an elementary school (grades K-6), a junior high school (grades 7-8) and a high school (grades 9-12). If we apply for the grant on a school-wide basis, as opposed to district-wide, is there a way we could qualify to receive the "grades 6-8 priority points" (page 6 of RFP), or would we have to submit a district-wide application to be eligible for those extra points?

A. You may eligible for partial priority points. Priority points for proposals that serve grades 6-8 will be distributed as follows:

- Five (5) priority points will be provided to a proposal that includes grades 6, 7 and 8.

- Three (3) priority points will be provided to a proposal that includes two grades (of the 6, 7 or 8)
- Two (2) priority points will be provided to a proposal that includes one of the grades (6, 7 or 8)

155. If the programming must be mandatory, can it be for a targeted group within a school, such as some grades or some students?

A. No, the programming is mandatory for all students in the school.

156. Can two schools add different amounts of time, as long as the district-wide expanded time equals 25%? (I.e., if School A adds 30% more time and School B adds 20% so the overall increase is 25%, is that okay?)

A. No. The increase in learning by 25% must be school-wide in each building.

157. Could a district target part of its elementary school (i.e. grades 2-5) and all of its middle school (6-8)? Or must all grades in both schools be targeted?

A. The program must be school-wide and inclusive of all grades in the building.

158. Page 22 includes the line: “Describe how extended learning time will be used to ensure all students schedules include academic intervention or acceleration taught primarily by certified teachers.” Does this mean that non-certified teachers could be used for other instruction that is part of the extended learning time?

A. Yes.

159. If a district launches the program in January 2014, can they also apply for the planning grant?

A. Yes.

160. Is the 4-page executive summary in addition to the 25-page program narrative, or should that be included within the 25 pages?

A. The Executive Summary is in addition to the 25 page limit for the narrative.

161. It is my understanding that the ELT grant project period will essentially be 2 years (for projects implementing ELT programming beginning in 2014-15 school year) or 2.5 years (for projects beginning ELT implementation in the 2013-14 school year). There will be no continuation funding for ELT programs after the 2015-16 school year. So while a district is not required to start its ELT program during the 2013-14 school year, it will only have two years of grant funding if it intends to begin ELT program implementation in 2014-15. Is this correct?

A. Funding is based on \$20 million in the 2013-2014 school year and each school year thereafter, subject to grantee performance and annual appropriation.

162. How many months of the project should be covered by the ELT implementation budget detailed on the FS-10 form? Does the length of the project/budget period covered on the applicant's FS-10 form vary depending upon whether applicants are requesting implementation funds for 2013-14 School Year Implementation or the 2014-15 School Year Implementation?

A. If the district is implementing an ELT program in January 2014, it should submit a prorated budget for the period of January 1, 2014 - June 30, 2014. See pages 4-5 of the RFP for instructions on how to calculate prorated funding. If an applicant is applying to begin programming in September 2014, a FS-10 budget is required for the period of July 1, 2014 – June 30, 2015.

163. The Application Checklist form notes that a “Three-Year Budget Summary Chart” form should be included with the ELT application. I did not see this form included in the application packet on the ELT program webpage. Where can I find the “Three-Year Budget Summary Chart” form?

A. The Three Year Budget Summary is NOT required with this RFP.

164. Outside of the cost per student cap, is there an annual cap on ELT awards?

A. No school district shall receive more than 40 percent of the total school-wide extended learning time grant allocation.

165. There are no sections within the application discussing project sustainability. What is the expectation from SED for long-term projects? Will additional funding be available to support successful ELT projects? Or will districts plot long-term (beyond grant period) sustainability through tax supported revenue or other partnerships or funding sources?

A. \$20 million in the 2013-2014 school year and each school year thereafter, subject to grantee performance and **annual appropriation**.

166. Please clarify whether the 25% additional time is inclusive of all school time, or exclusive to instructional time only.

A. The additional time is inclusive of all current school time.

167. Can an existing schedule be manipulated to include instructional time if the existing time is deemed by the district to be non-effective for its intended purpose? For example students arrive on campus at 7:50 and have time for breakfast and advisement every day before their instruction begins at 8:35. Can the time between 7:50 and 8:35 be revised for instruction and count toward the 25% goal?

A. Yes, the school may restructure the day to include instructional time between 7:50 and 8:35.

168. Can time be added onto the calendar year or instructional day to target at-risk, low achieving students and exclude (or not mandate) those students who are performing at or exceeding standards? Or must ALL students attended extended learning sessions?

A. All students must benefit for 25% increase in learning time.

169. What defines a school's "current academic calendar?" Do schools base the 25% increase off their typical school hours, or the total hours that include regular school hours and additional programming (summer programming, Saturday hours, and/or before/after school programming)?

A. Schools are required to add 25% to the existing programs, including summer programming, Saturday hours, and/or before/after school programming.

170. What is the actual cost per pupil allowed for New York City? We notice on page 4 of the RFP, under the "Funding" section that it states that the greater of \$1500 or 10% of the Annual Operating Expense will be used, but the provided chart that displays the Annual Per Pupil cost by District lists \$1699 for New York City.

A. \$1699 as that is the greater of the two.

171. Do applicants who plan to serve primarily serve high school students but will serve 8th grade students through a summer bridge/high school readiness component qualify to received priority points for serving 6th-8th grade students?

A. No. However, applicants that include summer programs involving incoming 6th -8th graders may be eligible for priority points.

172. The grant information does not explain fully what the maximum amount of students in the effort can be with regard to the allocations of funding, for example according to the chart provided in the application we qualify for \$1,600 per student that amount is significant if we have a K-8 initiative of 600 students. what are the restrictions?

A. A single district may not receive more that 40% (\$8 million) of the total funding allocation for this grant initiative.

173. The new M/WBE forms which appear in all the new grant applications are difficult to understand, if the LEA is a school district and we work with community partners and not vendors then we are expecting to receive services from reputable organizations which provide vital services, what are the implications of asking for a wavier?

A. All waiver requests must be accompanied with documentation of good faith efforts.

174. if we are a school district, we are obliged to get supplies and materials from state contracted entities which should meet the criteria put forth by State, then why do we need to prove that we contacted a minority of women owned organization?

A. All applicants are required to comply with NYSED's Minority and Women-Owned Business Enterprises (M/WBE) participation goals for this grant through one of three methods.

175. What is the penalty for asking for a wavier from this mandate.

A. There is no penalty, however, all applicants are required to comply.

176. If I ask for a wavier because as the LEA I am already operating under State regulations and I do a "good faith" statement how will I know if it is accepted and why?

A. SED will review M/WBE documents for successful applications. Additional clarification will be requested if needed.

177. If middle school is a priority area, grades 6-8 and I'm doing a K-8 initiative, will I qualify for the extra points?

A. Yes.

178. How many proposals can be awarded per district?

A. As stated in the RFP, no school district shall receive more than 40 percent (\$8 million) of the total school-wide extended learning time grant allocation.

179. Do all the schools in a proposal have to serve grades 6-8 to get priority points?

A. Priority points for proposals that serve grades 6-8 will be distributed as follows:

- Five (5) priority points will be provided to a proposal that includes grades 6, 7 and 8.
- Three (3) priority points will be provided to a proposal that includes two grades (of the 6, 7 or 8)
- Two (2) priority points will be provided to a proposal that includes one of the grades (6, 7 or 8)

180. Can academic programming be offered only to targeted students? For instance, could additional academic time be delivered to only those grades 3-11 students who failed to meet proficiency levels on state exams? If no (and expanded programming must be offered to all students), is it okay if additional academic time is only delivered to those students who failed to meet proficiency levels, and all other students are offered enrichment activities only?

A. Schools must increase learning time for all students by 25%, by providing instruction or educational programs. Extra-curricular activities outside of core academics are permitted but must be tied to increased student achievement and academic performance as justification for inclusion in the ELT program.

181. Is it okay if some students served receive enrichment activities (no core academics) while other students receive core academics and enrichment activities? Or must all students receive at least core academics during the extended learning time?

A. Schools must increase learning time for all students by 25%, by providing instruction or educational programs. Enrichment activities outside of core academics are permitted but must be tied to increased student achievement and academic performance as justification for inclusion in the ELT program.

182. Can a district add more than 25% more time?

A. Yes, as long as the district adds at least 25% more time.

183. Page 5 of the application notes that a grant award may go down in future years if daily attendance goes down. Could future grant awards also go up, if enrollment grows?

A. Yes, subject to the availability of funding.

Does the \$10,000 implementation grant also need to adhere to the 20% M/WBE requirement?

A. Yes. The 20% M/WBE requirement is based on the full funding of the application.

184. The “Participating Schools Form” includes “District Rank Order of Need” – is this an order that the district determines?

A. Yes.

185. The “Participating Schools Form” asks for the school building total enrollment, and the # of children served by the proposal. Is this to accommodate for an application that seeks to serve some, but not all, grades in a particular school building? Or does this mean a district could elect to serve only a certain number of children (not all children)?

A. No, the district may not elect to serve only a certain number of children. On the Participating Schools Form, the number of children to be served should represent average daily attendance of the school building total enrollment.

186. What happens if a district's M/WBE request for a full or partial waiver is denied? Is the grant then ineligible to receive funding?

A. SED will review M/WBE documents for successful applications. Additional clarification will be requested if needed.

187. If a district adds extended learning time in one school in year 1 of the grant, could it expand the program to additional schools in future years?

A. The district should reflect in their proposal any out year expansion so that the proposal and overall proposed budget reflect out year growth. Otherwise, the ability to expand will be dependent on subsequent procurements and available funding.

188. We understand that the ELT program must be designed for all students in the school. Must 100% of the students enrolled in the school participate in ELT?

A. Yes.

189. May the program combine before/after school and summer or Saturday programming?

A. Yes, as long as the total increase in time adds at least 25% to the school calendar.

190. Does the 25 page limit for the program narrative include the Executive Summary?

A. The Executive Summary is not part of the 25 page limit.

191. If a district wants to add 25% more time for students in Priority Schools, do the 200 hours required under Priority status count in the current school schedule?

A. Yes.

192. If a district wants to add 25% more time for students in Priority Schools that are not currently offering additional time for all students in the school, do the 200 hours required under Priority status count in the current school schedule (even though they're not being offered)?

A. No.

193. Who will be reviewing the proposals? Can you describe the process for identifying reviewers?

A. This information cannot be shared at this time.

194. We are interested in submitting a LOI for the 2014-2015 ELT Grant and we would like to know what specific information needs to be included in the LOI.

A. The Letter of Intent should include the district name and how many individual applications it plans to submit, as well as designating the specific participating schools in which services will be delivered.

195. Does a "school-wide" proposal mean one that proposes serving all students in a school building? For example, we plan to target an elementary school with 700 students. Would we need a daily average attendance of 700 students in order to be eligible to apply? Or could we plan, for example, for the daily average attendance of 400 students in the school?

A. The expanded learning time must include all the students in the building. Attendance must be based on the average daily attendance of the school building.

196. The application states on p. 24 that program data analysis must include "at least 60 minutes of weekly collaboration for all core academic teachers to analyze and respond to data". If the school building has an existing data team (including several classroom teachers and content specialists) which meets weekly, is it required to add 60 minutes for ALL building teachers to meet?

A. No, as long as the 60 minute requirement for weekly collaboration is already being met.

197. Regarding the requirement to add "at least 25% more time to the academic calendar beyond the current schedule", does that 25% pertain solely to student instructional time OR does it also include time for teachers to participate in professional development and leadership training? Please clearly indicate the expectation for % increase in instructional time alone.

A. The 25% increase is required for student learning time.

198. Hypothetically, if 100% of ‘School A’ students participate in an extended school day that equates to 20% more time to the academic calendar, and only 50% of ‘School A’ students elect to participate in summer school instruction that equates to an additional 5% more time to the academic calendar, would we have met the grant requirement of adding at least 25% more time to the academic calendar? What ramifications (if any) would this have on the calculation of a potential grant award?

A. To meet the requirements for funding, all students must benefit from 25% increase in learning time; it is not optional. If the schedule is being restructured to include summer learning, all students must participate.

199. The checklist refers to a required Three-Year Budget Summary Chart, which isn’t included in the RFP. Is the checklist wrong or was the summary mistakenly omitted?

A. The checklist is incorrect. Please disregard the need for a three year budget summary.

200. If we are applying for the implementation planning funds as well as funds to begin implementation in the 2014-15 school year, please clarify what the budget submittal requirements are. Would that be one FS-10 for the planning period of January 1, 2014 – June 30, 2014 and a separate FS-10 for the period July 1, 2014-June 30, 2015? Or one FS-10 that combines the planning and implementation periods?

A. Separate FS-10s would need to be submitted.

201. Regarding Attachment A under Current School Schedule/Student Enrollment, please clarify what is meant by “early release day”.

A. Early release days are half days, teacher/parent conference days, etc.

202. Regarding Attachment A under Current School Schedule/Student Enrollment, please clarify what is meant by “full school day start/end time”. For example, if students are dismissed at 2:30 but teachers stay until 3:00, would we list student dismissal time or that of the teachers?

A. A full school day is the start and end time for students, not teachers.

203. If a school district currently has Extended School Day and 21st Century After School Programs, can we use Extended Learning Time Grant Program to serve the students not currently being served by Extended School Day and 21st Century?

A. Yes, as long as ELT grant funds accomplish the purpose required in the statute and RFP.

204. Would Extended School Day and 21st Century After School Programs need to commence after Extended Learning Time concluded for the day?

A. Yes.

205. When calculating instruction time for each school year, should lunch periods be included in that instruction time?

A. Yes, if lunch period is currently being counted as part of the compulsory school day.

206. Are there other requirements regarding attendance other than serving the purpose as a funding threshold?

A. Yes, the intent of this initiative is that all students benefit from a 25% increase in learning time.

207. Can you please define "learning time" beyond the current schedule? Is this number of school days, hours, instructional minutes, etc?

A. Districts must increase school-wide learning opportunities in high-quality extended school day, school week and/or extended school year programs with a focus on improving academic achievement. The intent of this program is to provide school districts the opportunity to transform and redesign the school day, week and year in order to better meet the needs of its students and school community and improve student achievement.

208. If I understand everything correctly, districts can apply for projects that will be either implemented over 30 months (2013-14 School Year Implementation) or implemented over 24 months (2014-15 School Year Implementation). Is this accurate?

A. Yes.

209. If applying for ELT implementation funding for the 2013-2014 school year, should a district only submit an FS-10 form to cover an initial 6-month project period for Jan. 1, 2014 to June 30, 2014? At the end of this initial 6-month project period, will the district then be asked to submit FS-10s for continuation funding for July 1, 2014-June 30, 2015 and (eventually) July 1, 2015-June 30, 2016?

A. Yes, If applying for ELT implementation funding for the 2013-2014 school year, a district must only submit an FS-10 form to cover an initial 6-month project period for Jan. 1, 2014 to June 30, 2014. Districts that are awarded funds will be notified when to submit a budget for 2014—15 and 2015-16.

210. Under the guidelines for Evidence-based programming and measurable success section of the ELT program narrative, it states that applicants should include “at least 60 minutes of weekly collaboration for all core academic teachers to analyze and respond to data.” Does NYSED envision that this collaboration time for data analysis would be in addition to collaborative planning time that will be discussed in section 3 (Additional Time for Teacher Development, Leadership, and Collaboration)? Or may applicants incorporate the 60 minutes/week of data analysis into the collaborative planning and professional development time scheduled for their ELT program?

A. Applicants may incorporate the 60 minutes/week of data analysis into the collaborative planning and professional development time scheduled for their ELT program.

211. Is there a minimum amount of additional learning time that a district needs to implement to be eligible for partial annual funding during the 2013-14 school year?

A. There is no minimum requirement for increased learning time from January 1, 2014 – June 30, 2014; however, in order to receive priority points the applicant must plan to implement extended learning time during the 2013-14 school year equivalent to at least half of the expanded learning time of a full school year. The applicant must use the Grant Calculator on page 5 of the RFP to calculate ELT hours in relation to prorated funding percentage.

212. May an applicant write a proposal in which some of the schools are for implementation in January and some in July?

A. Yes. The district should submit separate applications for the programs that will be implemented in the 2013-14 school year and those that will begin in September 2014, so that the application for the 2013-14 school year is eligible for priority points.

213. If, as a portion of their application, an applicant wants to partner with a school and CBO for January 2014 implementation, and the CBO (which had previously served the 6th and 7th grade cohorts at that school) added the 8th grade cohort to their program this August 2013, is it within the parameters of the RFP's intention of serving new students to include that newly added 8th grade cohort in their implementation proposal?

A. There would be no prohibition to serving this cohort of newly added 8th grade students.