

## **21<sup>st</sup> CCLC Q&A PART 2**

November 2012

### **FUNDING AND BUDGETS:**

- 1. Should the FS-10 reflect in-kind budget contributions without a \$ amount in the expenditure column?**  
A. No.
- 2. Does the \$1,500 per-pupil figure include ALL costs (administrative, travel, professional development) or just the cost of the program activities in which the youth engage?**  
A. The \$1500 per student cap includes all costs.
- 3. Per page 16, “The FS-10 must bear the original signature of the chief School / Administrative Officer.” If the lead applicant is a CBO, can that signature be from the Executive Director?**  
A. Yes, the Executive Director of a CBO would serve as the Administrative Officer.
- 4. Per page 16, is the administrative cost cap an allowable item for CBOs as well as schools? If so, is that in addition to the 2.6? and where on the budget would that be expressed?**  
A. The 10% Administrative cost cap pertains to all lead applicants. Indirect cost rates are included in the 10%. Example: A CBO that claims 2.6% as an indirect cost rate in Code 90 on the FS-10 Budget would be allowed 7.4% administrative costs throughout the rest of the budget.
- 5. Is the adequacy of resource section the budget narrative? Or is a separate budget narrative required?**  
A. Yes, the Adequacy of Resources section of the application is the budget narrative. A separate budget narrative is not required.
- 6. Please clarify more about the 1.2 million cap per grantee. Are agencies only allowed to apply for up to \$1.2 million or can they only be awarded up to \$1.2 million or both?**  
A. Each lead agency will only be awarded up to \$1.2 million, regardless of how many applications it submits.
- 7. Can grant funding be used to purchase technology (hardware/software and/or wireless network) if technology is a part of a proposed afterschool or extended school year (summer program)?**  
A. Yes. All purchases must be necessary, reasonable, and allocable in regard to other funded programs that may use the equipment.
- 8. I have a question concerning the \$1500 per student cap. I understand that we cannot request more than \$1500 per student served. But can the program as a whole, using matching or other funds, spend more than \$1500 per student?**

A. The \$1500 per student cap in this RFP pertains to use of 21<sup>st</sup> CCLC funds only. Agencies are free to utilize other funds to enhance and support the program. Applicants must describe how other federal, state, and local funds will be combined or coordinated for the most effective use of public resources in providing services to grant participants and families.

9. **On page 5 the Program Requirement bullet says "build a professional culture of leadership and collaboration (e.g., designated collaborative *planning time* for teachers, program staff and community partners) But on page 15 *Planning Expenses* are number one under Unallowable Expenditures. Is planning time a planning expense? How are we to budget required planning time if it is an Unallowable Expense?**

A. For the purpose of this RFP, *Planning Expenses* are considered those costs associated with planning for and developing the RFP application and may not be charged to the grant. *Collaborative planning time* for teachers and program staff once the grant is awarded is an allowable expense, up to 5% of the total annual award.

10. **Can grant money be used to purchase technology equipment (to use in technology education classes)? Are there any restrictions on the type of computers that can be purchased?**

A. Yes, technology equipment may be purchased. All purchases must be necessary, reasonable, and allocable in regard to other funded programs that may use the equipment.

11. **If I'm reading the RFP correctly, it seems as though a big change from the previous 21st CCLC we saw when we applied for a grant five years ago is the \$1,500 per student spending cap. To calculate this cost, are we to take our total expenses (salaries, benefits, transportation, training, supplies, and equipment) and divide this amount by the number of anticipated students participating 90 or more hours/year?**

A. The per student cost will be determined by calculating all budget expenses, including Indirect costs, divided by all students targeted to be served by the program. Funding will be based on all students served by the program, not just those served for 90 hours per year.

12. **There is a \$1,500 per child cap in this application. Is there a minimum number of hours that a child must be served in order to capture the \$1,500 per child? According to Part II of the Technical Assistance Webinars it states a minimum of 90 hours on an annual basis. If we are proposing to work with 75 youth, we must work with each one for a minimum of 90 hours annually and the total grant amount requested could be up to \$112,500, is this correct?**

A. There is not a minimum number of hours that a child must be served. While applicants must provide a plan for keeping student attendance by time in each activity to meet or exceed the 21st CCLC legislative intent of a minimum of 90 hours per year (30 days per year for three hours per day), funding will be based on all students served by the program, not just those served for 90 hours per year.

13. **When calculating cost per student, should applicants count students who will only participate in the 21st CCLC program during the summer? For instance, an applicant proposes to serve an unduplicated count of 300 students. Of these 300 students, 150 will participate in 21st CCLC programming for 35 weeks during the school year and 5**

**only participate in the 5-week summer program. In terms of budget requirements, is this applicant considered to be serving 150 students, for a maximum award of \$225,000 (\$1500 per student x 150 students)? Or is this applicant considered to be serving 300 students for a maximum award of \$450,000 (\$1500 per student x 300 students)?**

A. Each budget year is inclusive of all programming from July 1 to June 30. Because the summer program and school year program are included in one budget, in this case, the target population would be 300.

**14. If a grantee projects serving 200 students in Year 1, and falls short by 25 students, will the grantee be allowed to revise their budgets for Years 2-5 to reflect that 175 students will be served?**

A. In grant years two through five, if the current roster is less than 95% of the number set forth in the composite budget, the grantee's budget will be proportionately reduced by the amount of the percentage deficiency from the composite budget. For example, if the actual roster is 94% of the projected number, the grantees budget will be reduced by 1% in the year of the deficiency. There will be no fiscal impact in year one. In this case, if the applicant can only serve 175 out of the anticipated enrollment of 200 students, the annual grant award will be reduced by 7% in years 2-5.

**15. "Cost per student must not exceed an annual amount of \$1,500."**

**a. Is this figure based on the entire grant amount....for instance, 600,000 grant award would mean that 400 students would have to be served?**

**or**

**b. Would the figure be based on 600,00 - (10% admin cost, 5% planning + prof dev and 8% evaluation)- \$138,000 = \$462,000 meaning 308 students would be served**

**or**

**c. Would the figure be based on 600,000 - \$138,00 - (staff costs)\$200,000 - (transportation costs)\$48,000 = \$214,000 meaning 143 students would be served?**

A. The cost per student is calculated based on the entire grant amount divided by number of children served (scenario 'a').

**16. Can funding be used to pay for the cost of the grant writer hired to write this grant?**

A. No.

**17. Page 13 of the application states that "budgets must include travel and lodging for at least three persons to attend two one-day regional professional development events each year." Do you have any idea where such events might be held, to help us determine what are appropriate travel and lodging costs?**

A. For grantees located in New York City, all events will be held in one of the five boroughs. For grantees outside of NYC, events will be held in either Albany or the Rochester area.

**18. Page 15 of the RFP states that "planning expenses" are not allowed, but page 17 of the RFP states that no more than 5 percent of the total annual award may be used for collaborative planning and professional development. Which statement is accurate?**

A. For the purpose of this RFP, *Planning Expenses* are considered those costs associated with planning for and developing the RFP application, and may not be charged to the grant. *Collaborative planning time* for teachers and program staff once the grant is awarded is an allowable expense, up to 5% of the total annual award.

19. **Page 13 of the application notes that for-profits will be awarded points based on the budgeted cost per student, i.e. with more points going to those applicants who show the lowest per-pupil cost. Will non-profits be judged with the same criteria? Is this a criteria non-profits should also take into account?**

A. The information cited above applies to the Adequacy of Resources section of the scoring rubric For-Profit applicants only.

20. **Page 13 of the application states that only an FS-10 budget should be submitted for the first year of programming (July 1, 2013 – June 30, 2014) and that annual funds in future years will then be based on that budget. Does that mean the expectation is that we should be budgeting the same costs each year? Will there be flexibility in future years' budgets, for things like salary and benefit cost increases?**

A. There will not be flexibility in future years to increase budgets. Beginning July 1, 2013 through June 30, 2018, programs will be awarded annual funds based on the first year's 12 month budget.

21. **Do we have to include student transportation costs in the budget? (Page 13 of the application notes that the budget should be 'reasonable and appropriate to cover program expenses, including student transportation.') What if the district or non-profit plans to supply any program costs as an in-kind expense; is that okay? Or do you prefer the budget cover all costs?**

A. Transportation costs are not required to be included in the budget, and may be provided through in-kind services. All applicants must provide a plan for how students will travel safely to and from the program and home.

22. **What if programming reaches more students than anticipated in year 1; is there the possibility of increased funding in year 2?**

A. No. Annual award amounts will not increase in years 2-5.

23. **Is the \$1.2 million ceiling on the awards that a single agency can receive or on the amount an agency can apply for? In other words, can an agency apply for more than \$1.2 million, anticipating that the State will select which among the applications to grant?**

A. Each lead agency will only be awarded up to \$1.2 million, regardless of how many applications are submitted. Applications will be awarded based on competitive score.

24. **Page 16 – 4<sup>th</sup> paragraph states that "travel costs for program employees, busing, field trips and admission fees should be itemized under Travel Expenses." Does this pertain to when program staff are escorting youth on field trip? If so, would we have to budget for staff's admission fees separately from the youth as youth's admission costs have always been budgeted under Contractual?**

A. All travel costs, including admission costs, for staff and students should be listed under Travel Expenses (Code 46 on the FS-10 Budget).

- 25. Can you list the following costs – liability, copy rental and telephone – in the actual budget and not have them be included in the indirect cost category if these items are specific program costs allocable to 21<sup>st</sup> CCLC staff and participants and not for overall administration.**

A. Yes. These costs should be listed in Code 40 of the FS-10 Budget. Please be specific when describing all costs directly allocable to the 21<sup>st</sup> CCLC program.

- 26. Are costs related to professional development considered part of the direct services computation?**

A. Yes.

- 27. We are a public school district serving as the LEA . Does the 10% administrative cap also include any indirect costs that our partnering CBOs might charge?**

A. No.

- 28. We are aware that the Program Director is not included in the 10% administrative cap. Are Site Facilitators also exempt from the 10% administrative cap?**

A. Yes, as long as the Site Facilitators are providing direct services.

- 29. Would the cost of an afterschool coordinator who oversees the program director and has direct involvement in program scheduling and activity planning be allocated as an administrative cost or a direct service by the lead agency?**

A. Administrative cost. No more than 10 percent of the total annual award may be used for administrative costs for school or agency administrative or support staff who do not provide direct service to participants in the program but whose cost can be identified and directly associated with the program.

- 30. Would liability insurance to cover the program participants during program time be allocated as a direct service by the lead agency?**

A. Yes.

- 31. Would the cost of a program assistant who helps the program director with collection of youth data, tracking/reporting, etc. be considered administrative or direct service by the lead agency?**

A. Support staff whose duties only include data entry and/or fiscal management would be considered an administrative service.

- 32. Funding clarification: Are applicants eligible for a maximum award of \$6,000,000 over 5 years (\$1,200,000 annually) as long as they do not exceed the \$1,500/ per student for the number of students served?**

A. Yes, subject to availability of funds from the United States Department of Education and satisfactory performance of the grantee.

- 33. What is the cost for the three people to attend the two regional professional development events? What should be budgeted each year for this?**  
A. Costs should be calculated on the following: Grantees located in New York City, all events will be held in one of the five boroughs. Grantees outside of NYC, events will be held in either Albany or the Rochester area. The majority of events will not include registration costs.
- 34. Is student transportation home from the program considered a direct service by the lead agency, since students would not be able to participate in the program without it?**  
A. Yes.
- 35. Does the \$1500 limit per student include participation in both a regular after school program and summer program for those who participate in both or are these programs considered separate programs?**  
A. The per student cost is inclusive of all activities one student may participate in from July 1 thru June 30 of each year.
- 36. School Opening Costs -The NYC DOE does not charge opening fees to City-funded programs operating in school buildings in the after school hours. Will SED urge the NYC DOE to provide similar waivers for 21<sup>st</sup> CCLC programs?**  
A. School Usage fees are an allowed expense for this grant program. Applicants are encouraged to talk with partner school administration to see if there are alternative ways to cover fees.
- 37. Finger Printing Costs – Can SED get government agencies to waive the costs of fingerprinting 21<sup>st</sup> CCLC employees?**  
A. No. However, this is an allowable program cost.
- 38. Budgetary cost caps (Administrative, Indirect, Planning and Professional Development, Program Evaluation) are discussed on pp. 16-17 of the RFP, and pp. 13-14 of the application. These passages cap planning expenses at 5%, but p. 15 of the RFP says that “planning expenses, daily nutritional services for participants, purchase of vehicles or facilities, major remodeling or new construction are not allowed.” Are planning expenses allowed (up to 5%) or not?**  
A. For the purpose of this RFP, *Planning Expenses* are considered those costs associated with planning for and developing the RFP application and may not be charged to the grant. *Collaborative planning time* for teachers and program staff once the grant is awarded is an allowable expense, up to 5% of the total annual award.
- 39. On page 13, the application stipulates that “budgets must include travel and lodging for at least three persons to attend two one-day regional professional development events each year.” Will one or more of the required events be in NYC? Knowing the locations—and travel requirements—of these events will allow us to prepare more accurate budgets.**  
A. For grantees located in New York City, all events will be held in one of the five boroughs. For grantees outside of NYC, events will be held in either Albany or the Rochester area.

- 40. Are site coordinators considered part of the 10% administrative cap?**  
A. Site Coordinators who provide direct service to participants in the program are not included in the 10% administrative cap.
- 41. Does the cost per student relate to the 21st Century funding request (# of students x 1,500 = total 21st Century grant award) or to the overall program cost (# of students x 1,500 = total program budget, including 21C and other funding sources)?**  
A. The cost per student is calculated based on the entire 21<sup>st</sup> CCLC grant funding request divided by number of children served. This does not include other funding sources.
- 42. Is there a maximum grant award per school or school building?**  
A. No. Agencies applying as lead fiscal agents for multiple grants will be limited to a maximum annual award of \$1,200,000. Budgets for individual participating schools should be calculated by the per-student cost and number of students to be served.
- 43. In the questions and answers already published, someone inquired whether adults being provided with literacy or other instruction under the grant could be counted in the number of students to be served and therefore be calculated into the cost per student. Although the question was answered, the issue of whether the NUMBER of students used to calculate COST PER STUDENT could include the number of ADULTS the center plans to serve WAS NOT ADDRESSED. (see question 14 of Part I of Q&A). You did specify that all costs were to be used in the calculation but your answer does not tell me whether the number of students can include adults. Please clarify.**  
A. The amount of 21<sup>st</sup> CCLC funds requested, divided by the maximum anticipated number of students served, must not exceed an annual amount of \$1,500 per student. The number of adults being served may not be counted in the number of students to be served. The \$1,500 per student spending cap is inclusive of all costs associated with the grant including programs offered to adults.
- 44. The 21st CCLC calls for a \$1,500 per student/year spending cap. Does this limit apply to programs such as ours where 100% of the participants are special education students? I would hope such an accommodation would be made for these students since they require specialized assistance/technologies that exceed average afterschool costs.**  
A. The \$1,500 per student cap applies to all applicants. Applicants must describe how other federal, state, and local funds will be combined or coordinated for the most effective use of public resources in providing services to grant participants and families.
- 45. The legislative intent for the 21<sup>st</sup> CCLC program is to serve each child for a minimum of 90 hours per year (30 days @ 3 hours per day). We are contemplating an application that would include both a school year program and a summer program at the same school. The school year program would serve 180 children and would provide them each with at least 90 hours. The summer program would serve 100 children and would provide them each with at least 90 hours. There may be some overlap in the populations served by the two programs – some children may attend both. Our**

A. Each budget year is inclusive of all programming from July 1 to June 30. Because the summer program and school year program are included in one budget, applicants must calculate the budget for any individual student that may attend both the school year and summer program (\$1500 per student, per year).

**46. On pages 17 and 18, the RFP states that budget adjustments will be made for Non-Profit and For-Profit entities that do not meet their attendance projections. Are LEA's considered Non-Profits or are they exempted from the budget adjustment provision?**

A. All funded programs, regardless of type, will be subject to the budget adjustment provision.

**47. If a grantee's budget is adjusted due to lower than expected enrollment, will that grantee have the opportunity to recover those funds if attendance increases the following year? Will the reductions to a grantee's budget be permanent for the remainder of the five-year grant period?**

A. The annual budget will be reduced in the year of the deficiency. Final payments will be held each year until enrollment numbers are verified. The reductions to a grantee's budget will not be permanent for the remainder of the five-year grant period; each year's attendance rosters will determine any yearly reduction in funding.

**48. Will funds that are recovered by NYSED from programs that do not meet their attendance projections be used to fund additional applications?**

A. Dependent on federal funding, if/when a sufficient amount of funding becomes available, additional grants may be awarded.

**49. Are the following things considered direct costs or do they have to be part of the 10% Administrative Cost;**

**Student transportation**

**Staff travel**

**Postage (for mailing applications/letters home)**

**Professional Liability Insurance**

**Printing (applications, program flyers, newsletters)**

**Advertising**

**Equipment (computers)**

A. These items would be considered direct costs. Please note that according to OMB Circular A-87, the only allowable advertising costs are those which are solely for: (1) The recruitment of personnel required for the performance by the governmental unit of obligations arising under a Federal award ; (2) The procurement of goods and services for the

performance of a Federal award; (3) Other specific purposes necessary to meet the requirements of the Federal award.

**50. Can you write for 21<sup>st</sup> Century funding to expand a program that you are currently running with other funding sources? If so, what's the process to include it in the budget?**

A. Yes. Only costs associated with the 21<sup>st</sup> CCLC expansion should be included in the budget. Applicants must describe how other federal, state and local funds will be combined or coordinated with 21<sup>st</sup> CCLC funds for the most effective use of public resources in providing services to grant applicants and families.

**51. What amount of students is the minimum - if we serve 50 a day, is that enough to qualify for this funding?**

A. Yes. Each applicant may apply for an annual grant award from a minimum of \$50,000 to a maximum of \$1,200,000. The amount of 21<sup>st</sup> CCLC funds requested, divided by the maximum anticipated number of students served, must not exceed an annual amount of \$1,500 per student.

**52. What percentage of the total budget can be sub-granted?**

A. It is not allowable to sub-grant funds. As stated in the NYSED Consortium Policy, a lead agency cannot act as a flow-through for grant funds to pass to other recipients. NYSED has established a minimum level of direct service of 15% to be provided by the fiscal (lead) agent. Lead agencies may develop contracts with partners and vendors for services that they are unable to provide, and those costs should be reflected in Code 40 of the FS-10 budget.

**53. How expensive is it to get the SACC?**

A. Applicants are urged to contact the OCFS Bureau of Early Childhood Services (BECS) regional office (Appendix 5) for SACC registration and cost information, and to consult with their local childcare resource and referral agency.

**54. May 21<sup>st</sup> Century community Learning Centers funding be used for transportation of the children to and from the program? If yes, under which category should it be entered on the budget?**

A. Yes. Travel costs for program employees, busing, field trips and admission fees should be itemized under Travel Expenses; travel for consultants should be itemized under Purchased Services.

**55. How much do we have to pay The New York City Department of education for school usage fees?**

A. A list of NYC DOE usage fees is located in the Resource section of the online application submission. Applicants are encouraged to talk with partner school administration to see if there are alternative ways to cover fees.

**56. In doing the fringe/health cost allocations, if an agency is submitting more than (one) proposal, should fringe/health cost calculation be based on the total of budget submitted by that agency?**

A. Applicants must submit an FS-10 budget for each individual proposal, with expenditure calculations that are reflective of the specific program proposal.

**57. Apart from an agency being capped at a total budget of 1.2 million for all proposal submitted, will budget be viewed individually vis a vis fringe allocation or will fringe allocations be looked at for the total of all budgets submitted?**

A. Each accepted application will be reviewed and rated on an individual basis.

**58. I have another question concerning the \$1500 per student cap. I understand that we cannot request more than \$1500 per student served. But can the program as a whole, using matching or other funds, spend more than \$1500 per student?**

A. Yes. Applicants must describe how other federal, state, and local funds will be combined or coordinated for the most effective use of public resources in providing services to grant participants and families.

**59. If we are coordinating other funds such as: federal, state and local funds, to operate the 21<sup>st</sup> CCLC program, should we include these funds on the FS-10 Form?**

A. No. Only list costs associated with the 21<sup>st</sup> CCLC program.

**60. If we want to provide services during non-school hours, are we allowed to build school opening fees into our budget?**

A. Yes. School usage fees are an allowed expense for this grant program. Applicants are encouraged to talk with partner school administration to see if there are alternative ways to cover the fees.

**61. On page 17, there is a paragraph which says that community based organizations must use a lower rate for indirect cost. Does this apply to all not-for-profits? To be a little more specific: our indirect rate is 14.9%. Does this fit within your requirement?**

A. Community-Based Organizations (CBOs), Charter Schools and Municipalities must prepare their budgets using an indirect cost rate of up to 2.6 percent. If they are notified that they have been selected to receive a 21<sup>st</sup> Century funding award, they may apply for a higher indirect cost rate of up to 8 percent, bearing in mind the 10% administrative cap which is inclusive of indirect costs, by completing and submitting an FS-87-R Form to the Department.

**62. Are matching cash or in-kind contributions expected or required?**

A. No.

**63. Page 13 of the application, FS-10 Budget: “Budgets must include travel and lodging for at least three persons to attend two one-day regional professional development events each year.” -- In order to budget for this expense, we would like to know where these regional events are expected to take place. Will one or both be in the New York City area?**

A. For grantees located in New York City, all events will be held in one of the five boroughs. For grantees located outside of NYC, events will be held in either Albany or the Rochester area.

- 64. If a proposal meets requirements and scores high enough will funding approval be all or nothing? That is, would an acceptable proposal be funded as is or is it possible that SED would approve a portion of the proposal?**  
A. Budgets will be reviewed and included in the Scoring Evaluation Rubric. Only proposed expenditures which are consistent with the purposes and goals in the grant application will be funded. If any inappropriate and/or unallowable items are included in the budget, they will be deleted and the budget will be reduced accordingly. Awards will be made in the full amount of the budget, as adjusted, to applicants within each geographic area in rank order of score until the total amount of funds set aside for that geographic area are insufficient to fully fund the next ranking proposal in that geographic area. The next ranked applicant in that geographic area will then be given the option of receiving partial funding for a reduced program.
- 65. If a lead agent rents space for direct programming from another entity, where should it be recorded on the F-10, and do those expenses count towards the direct program costs of the lead agent?**  
A. Rental expenses needs to be recorded in Code 40. For the purpose of this grant, program space rental and school usage fees are also considered a direct cost and are not included in the 10% administrative cap.
- 66. If a lead agent rents space for direct programming from one of the entities providing contracted services, can those funds count towards direct program expense? How should they be recorded on the F-10?**  
A.. For the purpose of this grant, program space rental and school usage fees are also considered a direct cost and are not included in the 10% administrative cap. Rental expenses needs to be recorded in Code 40.
- 67. Can a school use 21<sup>st</sup> CCLC funds to pay AmeriCorps volunteers to push-in to classrooms to assist teachers with activities that happen during the regular school day?**  
A. Yes, as long as the activities provided are project based, and are aligned with the Goals and Objectives of the 21<sup>st</sup> CCLC program design. 21<sup>st</sup> CCLC funds must be used to supplement, not supplant regular school day staffing and/or activities.
- 68. Can any parts of the RFP funds be used to 1. rent space to provide program services, 2. to rent office space or 3. to rent space within a school itself for programming and/or office space directly related to this RFP?**  
A. Yes. School usage and rental fees are an allowed expense for this grant program. Applicants are encouraged to talk with partner school administration to see if there are alternative ways to cover the fees.
- 69. Since this RFP covers funds for the holiday time when schools are usually closed will additional or funds be provided to assist with space if funds for renting space is not allowable on a regular basis?**

A. School usage and rental fees are an allowed expense for this grant program. Applicants are encouraged to talk with partner school administration to see if there are alternative ways to cover the fees.

**70. Can the lead agent charge RFP funds annually a percentage for being the lead agent (doing the work of being lead agent)? Is the 15% of direct services that the lead agent is responsible for at the cost of the lead agent or out of the RFP funds??**

A. All lead entities, with the exception of for-profit agencies, are eligible to claim indirect costs in their proposed budgets. Indirect costs are costs that benefit more than one program and cannot be readily assigned to one specific program. Examples of indirect costs include printers, electricity, human resources and payroll services, central storage and clerical support. The 15% direct service requirement for lead agencies is based, and included in, the total cost of 21<sup>st</sup> C CLC funds. For more information on indirect costs, visit the website <http://www.oms.nysed.gov/cafe/guidance/faqs.html#indirect> .

**71. What exactly is expected of the (fiscal) lead agent? Do both lead agent and the applicant agent who the funds is intended complete the RFP application?**

A. The partnership/consortium must designate one of the applicants/participants to serve as the applicant and fiscal agent for the grant. The applicant agency must be an eligible grant recipient. All other consortium members must be eligible grant participants, as defined by the program statute or regulation. Applications should be developed in partnership with all partnering agencies. Applicants must collaborate with partners including the eligible school(s) the students attend. A partnership signifies meaningful involvement in planning, as well as specific individual or joint responsibilities for program implementation. The application must contain signed Partnership Agreements with each partnering agency that describes the partners' significant involvement in planning and program implementation. A sample Partnership Agreement is provided in Appendix 1 that may be used as a guide to develop customized agreements.

**72. Can the RFP funds be used for start-up/new organizations that meet the eligibility requirements? (but not for start-up cost - the funds would still only be used for the afterschool program in this RFP), the organization has prior volunteer history.**

A. Yes. All programs must be implemented through a partnership that includes at least one school and at least one community organization with demonstrated records of success in designing and implementing before school, after school, summer learning, or expanded learning time activities. Prior to final award, NYSED program staff will meet with potential lead agency awardees that have not administered a grant with NYSED in the past, and those agencies that have had prior A-133 audit findings in relation to 21<sup>st</sup> CCLC funding to confirm agency capacity to administer the 21<sup>st</sup> CCLC grant. The purpose of this meeting is for NYSED to clearly articulate the fiscal requirements of the grant, and for the agency to accept or decline the funds.

**73. Can any or all of the RFP funds be used for start-up cost?**

A. All costs must be directly associated with the 21<sup>st</sup> CCLC program. Information about the categories of expenditures and general information on allowable costs, applicable cost

principles and administrative regulations are available in the Fiscal Guidelines for Federal and State Aided Grants at <http://www.oms.nysed.gov/cafe/guidance/guidelines.html> .

- 74. Is there a local or in kind match requirement?**  
A. No.
- 75. Is the educational liaison relevant to district applications or only CBOs?**  
A. It is recommended that an individual is designated to act as Education Liaison for all grant programs, regardless of lead agency, in order to facilitate the linkage between the school day and out-of-school time programming.  
a) **Are they the same as Site coordinators?**  
A. No.  
b) **Are they part of 10% administrative cap?**  
A. No.  
c) **Must they have a teacher's or Administrator's license?**  
A. No. The Education Liaison should have full understanding of the school's mission and curricula as well as 21<sup>st</sup> CCLC goals and objectives, in order to assist programs in creating effective linkages between core and expanded learning opportunities.
- 76. In regards to the support staff who are not providing direct services to participants and are considered administrative, do their fringe benefits count towards the administrative cost cap?**  
A. No. Only the salary will be included in the administrative cap.
- 77. Will the non-profit applicants with a lower overall cost per student receive more points than those with a higher cost per student (at or under \$1,500 of course)?**  
A. Each accepted application and budget will be reviewed and rated by two reviewers according to the points indicated in the Scoring Evaluation Rubric. Applications are scored based on the quality of the application as a whole, not only on the cost per student.
- 78. While we are expected to provide numbers and costs for Year 1, can we ramp up programming over the three years, to reach increasing numbers of students in our target schools? If so, where do we represent that ramp up in terms of activities and costs?**  
A. While applicants may choose to discuss how they may serve additional students during the life of the program, the year one budget total will remain the same throughout the life of the grant award.
- 79. I read in the Part I of the Q&A that applicants must be registered on SAM ( Federal System for Award Management) to submit a proposal. There have been significant problems with the migration from the state's old system and many applicants may have issues that keep their SAM registration from being complete.**  
A. Applicants do not need to be registered at the time of application, but if the agency is successful in being awarded a project it would then need to have a current SAM registration in order for the award to be finalized. Failure to do so would jeopardize funding. Applicants who are not currently registered with SAM are encouraged to begin the process as soon as

possible so that if awarded a 21<sup>st</sup> CCLC grant, funding will not be in jeopardy. SAM registration must be maintained throughout the grant period.

**ELIGIBILITY AND PARTNERSHIPS:**

- 80. Is a college/university considered a community organization for the purposes of a partnership?**  
A. Yes.
- 81. How can the eligibility of an elementary school that opened in September of 2012 be determined?**  
A. To verify eligibility, the applicant would need to fax documentation of 40% or more Free and Reduced lunch rate, or 40% Free lunch if in NYC, to 518-474-8299. Please fax to the attention of 21st CCLC.
- 82. Can you please give more examples and/or further define the difference between “Vendors” and “Partners”?**  
A. A Partner is an organization that is active in the planning and implementation of the 21st Century Program. The partner has specific responsibilities for the program. A Vendor, on the other hand, would provide a product or service such as a series of dance lessons, but would have no other input or responsibility for the 21st Century program.
- 83. Can a single NYC public school apply (as the fiscal agent) on behalf of a few other schools and a CBO? If so, do we need to sign partnership agreements with the other public schools? Is the principal of the lead school considered to be the signatory and "Chief School Administrative Officer"? Or does it need to be signed and submitted by the superintendent of the district?**  
A. No, a single public school may not apply on its own. Public school districts must apply on behalf of individual schools. In New York City, all Partnership Agreements must be signed by the District Superintendent.
- 84. Can a community-based organization be a Lead on one application and a Partner in another application?**  
A. Yes.
- 85. Which type of community-based organizations would make effective partners with LEAs in running the Century 21 program?**  
A. Nonprofit agencies, city or county government agencies, faith-based organizations, institutions of higher education, and for-profit corporations are all eligible partners. The effectiveness of any individual agency to be a partner in this grant is the applicant group’s decision.
- 86. Can local school districts apply for 21<sup>st</sup> Century Grants with two different agencies as long as they target separate populations?**

A. Yes, but there may only be one 21st Century program per school building, and the same children cannot be served by more than one 21<sup>st</sup> CCLC program. It is allowable for a community based organization to offer programming in a non-school space for a different group of children than are served in a 21<sup>st</sup> CCLC program operating in the school building. Note: In New York City, The New York City Department of Education has instructed Superintendents that each school may only be included in one grant application.

**87. Can one agency be the principle provider of services in more than one 21st CCLC application?**

A. Yes, bearing in mind that each lead agency will only be awarded up to \$1.2 million, regardless of how many applications it submits.

**88. Are schools allowed to sign on to multiple proposals? If yes, does this in any way lessen the chances of receiving a grant?**

A. Yes, but there may only be one 21st Century program per school building, and the same children cannot be served by more than one 21<sup>st</sup> CCLC program. It is allowable for a community based organization to offer programming in a non-school space for a different group of children than are served in a 21<sup>st</sup> CCLC program operating at their school building. Note: In New York City, The New York City Department of Education has instructed Superintendents that each school may only be included in one grant application.

**89. If proposing to serve multiple schools/sites, is there a geographic requirement for their proximity to each other? For example, if a proposer applied for one school/site in Manhattan and two schools/sites in Brooklyn, would that be allowed, and/or would it result in any point deductions?**

A. Proximity to other programs within each of the three funding regions (NYC, Big 4 cities and Rest of State) is not a factor in awarding grants. It is allowable for one applicant to serve schools in different boroughs of NYC.

**90. Is it possible to request funding at one site JUST for a summer program? Would such a proposal be less competitive than a year-round or school year program?**

A. It is allowable to submit an application to serve students for a summer program only. Grants have been awarded for this type of program in past 21<sup>st</sup> CCLC funding competitions.

**91. We are proposing to run a school-based 21<sup>st</sup> CCLC Program. Can any component of the program occur at a separate community location?**

A. The program as a whole must include the three tenets of 21<sup>st</sup> CCLC programming as stated on page one of the RFP. It is allowable for some of the activities to take place in varying locations, as long as all activities are coordinated to meet the overall program objectives.

**92. Please provide guidance if possible on how to determine the eligibility and priority status of a program serving high school non-completers who have in the past attended various high schools - some may be focus or priority, but others may not, some may be high poverty schools and others may not.**

A. Program and priority point eligibility is based on the eligibility and priority status of the schools that the target population comes from.

**93. If partnering with agencies to provide services for students/families as part of the 21<sup>st</sup> CCLC grant program, are they considered vendors or subcontractors?**

A. A Partner is an organization that is active in the planning and implementation of the 21st Century Program. The partner has specific responsibilities for the program as outlined in the Partnership Agreement.. A Vendor, would provide a product or service such as a series of dance lessons or a computer class for parents, but would have no other input or responsibility for the 21st Century program.

**94. Can a school appear on multiple proposals?**

A. There may only be one 21st Century program per school building, and the same children cannot be served by more than one 21<sup>st</sup> CCLC program. It is allowable for a community based organization to offer programming in a non-school space for a different group of children than are served in a 21<sup>st</sup> CCLC program operating at their school building. Note: In New York City, The New York City Department of Education has instructed Superintendents that each school may only be included in one grant application.

**95. If 2 different school-based centers from different school districts are submitted in one proposal, is there a possibility that the state will fund one of the two centers in one proposal, or are all centers in one proposal either funded or not funded?**

A. The proposal would be funded as a whole; all centers in one proposal are either funded or not funded.

**96. Can a community-based organization serve as a program partner in more than one application? (They will not be the lead agency for either application and will serve different students in different schools.)**

A. Yes.

**97. If a Partnering Agency completes the Partnering Agency Form and provides In-Kind direct services to the program, attends quarterly Partnership meetings are they considered a Partner, a vendor or both?**

A. They would be considered a partner, as they are involved in ongoing planning and implementation of the grant.

**98. If an agency provides direct in-kind services to the program, does this exclude them from becoming a Partnering Agency?**

A. No.

**99. If an agency applies for multiple schools and 1 proposal is required, will we still be held to the limited amount of pages that's required for just 1 school?**

A. The 35 page program narrative limit is required for all applicants, regardless of how many schools and community partners are involved in the proposed program. The proposed program must have one overarching set of objectives.

- 100. Can a non-profit/profit agency have more than one school/district as a partner?**  
A. Yes.
- 101. Does the facility for services *have* to be within a certain mile radius of the partnering school/district?**  
A. No.
- 102. Please clarify -- in the past, applicants needed to complete the Private School Consultation form. This year, Private Schools are eligible to apply if they meet the economic threshold. So, do we still need to complete the Private School Consultation form? If they are on the list, they can themselves apply - and if not, they are not eligible economically and other applicants would not want to include them for fear of hurting their own applications.**  
A. Private Schools have always been eligible to apply for 21<sup>st</sup> CCLC funds if they meet the economic threshold. If the lead applicant is a Private or Charter School, the Private School Consultation Form is not required. All other applicants must complete the form.
- 103. Does the program need to be year-round or can it be summer only if that is determined to be the need of the local community? Would a summer-only program be considered less competitive?**  
A. It is allowable to submit an application to serve students for a summer program only. Grants have been awarded for this type of program in past 21<sup>st</sup> CCLC funding competitions.
- 104. We intend to operate the program in a community center in a community in which students choose their middle schools and thus attend over 15 of them throughout the geographic neighborhood. If we apply with 3 participating schools and subsequently a student wants to enroll in our program who attends a school that is not yet participating, are we allowed to serve that student? Can we add that school after submitting our application or must we exclude students who do not attend the participating school?**  
A. Applications should be developed with specific target school(s) included. If awarded funding, any future proposed program changes, including schools to be served, must be submitted to the State Education Department for approval.
- 105. Can an agency apply for a school year program that serves a certain number of youth and a summer program that serves a great number of youth? Due to space restraints, our agency is able to provide services to more youth in the summer, which meets an important need in our community.**  
A. Yes, applicants may apply to serve students during the school year as well as serving additional students during the summer.
- 106. Is there any limit to the number of sites proposed, if they are all under one community agency?**  
A. No.

- 107. What happens if a parent does not want to sign off on the school district sharing information with our organization? Are they still able to participate in the program?**  
A. The student may participate, even if the parent or guardian chooses not to allow their child's information to be shared. Parent permissions should be a part of the participant's enrollment application.
- 108. In regards to the private school consultation, do you have to guarantee spots in the program to private school children if the principal wants to take part in the program? And if so how do you balance that with the number of students you are expected to serve from a partner school?**  
A. If private schools are in the catchment area to be served by your proposal, you must contact them to determine their interest in sending their students to participate in your program. If a private school accepts your offer to participate, by all means include them in planning the program and encourage in-kind contributions. However, you are not required to tailor your program to meet the private school's needs. You may determine the number of slots available to students from the neighboring private school(s).
- 109. Another clarification question: if my agency (nonprofit) works with a school and another nonprofit to plan the program activities (that will be submitted for the grant proposal), is this considered a partnership? If so, must the requirements on page 11 (see section under NYSED Consortium Policy for State and Federal Discretionary Grant Programs) of the RFP be met?**  
A. Yes. The 21st Century grant requires the creation of a consortium, or in this case, a partnership. Although a consortium is established, only one of the consortium members may serve as the official applicant and fiscal agent, and must provide a minimum of 15% direct service. Partnership Agreements are required for each member of the consortium.
- 110. Our school has an independent, 501(c)(3) Fund which, among other functions, raises money to subsidize extra-curricular and extended day activities in the building. We also recruit Alumni to support the school as volunteers. Would our 501(c)(3) Fund be a viable applicant and recipient for 21st CCLC funds?**  
A. A Fund, as described above, is not an entity and therefore would not be a viable applicant for the 21<sup>st</sup> CCLC program.
- 111. If a school partner in our proposal is a new school formed after the old school was closed because of poor performance does the new school which continues to have most of the same students qualify for a competitive priority?**  
A. No.
- 112. Can a proposal include students from an 853 school not on the list of eligible schools? The included students would only be those who are district placed from a school that is at least 40% FRPL and/or is on the priority, focus list. Also, would these students' inclusion be considered eligible for competitive priority?**  
A. At least 50% of the schools participating in the grant application must be listed on the Eligible Schools List, found in the RFP. Please be sure to check the Non-public schools page of the Eligible Schools List to be sure that your school is or is not eligible. Even if the school

meets the basic eligibility requirement, it would not receive any additional priority points due to being a non-public school.

- 113. Does a partnership with a higher education institution fulfill the community partner requirement?**  
A. Yes.
- 114. If a school is listed on the eligibility list provided by NYSED, but is not receiving school-wide Title I funding this year, can it still be included in a proposal?**  
A. If the school is on the Eligible Schools list due to having at least 40% Free and Reduced lunch rate (40% Free in NYC), it is considered eligible to apply for this grant.
- 115. If an organization (lead applicant) and school partnership receive funding and the partnership is dissolved for whatever reason prior to the end of the 5 year funding period, is there the opportunity for the organization to submit a revision of the proposal in order to apply those funds to a replacement school partnership (assuming there is no other 21st CCLC grant program providing services in the new school)?**  
A. Yes, however, any proposed change in program partners and/or objectives must be submitted to the State Education Department for approval.
- 116. Can the lead agent also apply for itself as well as the applicant agent? (keeping everything separate)**  
A. No. All programs must be implemented through a partnership that includes at least one school and at least one community organization.
- 117. If the school district is the lead agent, do any or all of the other members of the consortium have to have a vendor and/or DUNs number for awards over \$100,000?**  
A. No. the requirement would not extend to consortia members, only the lead fiscal agent.
- 118. Can a consortium consist of school district, for profit and not for profit organizations mixed?**  
A. Yes.
- 119. I previously worked with another youth program organization under the 21<sup>st</sup> Grant funds for 3 years and now I am starting my own youth program. Can my previous experience with the other youth program count towards my youth as demonstrated success in developing and implementing afterschool, summer learning and expanded school services?**  
A. Yes.
- 120. We are partnering with the school district and a community based organization in which they both have demonstrative record of success, does anyone else in our consortium have to have a demonstrative record of success if they can show they are able to provide program services?**  
A. It is up to the applicant group to determine its demonstrated areas of success and describe the partnership's ability to provide quality program services.

- 121. Can the school District apply as lead agent as oppose to only a single school?**  
A. Public school districts must apply on behalf of the participating school(s).
- 122. Are all CBOs in a proposal considered a partner and must sign partnership agreement? If not, what defines a partner?**  
A. No. A Partner is an organization that is active in the planning and implementation of the 21st Century Program. The partner has specific responsibilities for the program, as outlined in the Partnership Agreement. A Vendor would provide a product or service such as a series of dance lessons or a computer class for parents, but would have no other input or responsibility for the 21st Century program.
- 123. Can schools be phased in for programming over the 5 years of the grant under sustainability planning? For example, SIG funds for Priority School ELT programs through 2014 and phase in programs to be continued with expansion/improvements 2015-2018.**  
A. While 21<sup>st</sup> CCLC programs may request to phase in schools during the lifetime of the grant, no additional dollars will be allocated to the program, and proposed changes to the original grant application must be approved by NYSED.
- 124. Does a NYS incorporated 501(c)3 not-for-profit organization need to have a tax exempt status? If so, by when example: July 1, 2013? Will a letter from the IRS confirming submission of 1023 application suffice until award approval?**  
A. No. Any public or private organization who meets the eligibility requirements can apply for 21st CCLC funding. This includes public school districts, BOCES, charter schools, private schools, nonprofit agencies, city or county government agencies, faith-based organizations, institutions of higher education, and for-profit corporations.
- 125. Can an NYS incorporated sole proprietor apply?**  
A. Any public or private organization who meets the eligibility requirements can apply for 21st CCLC funding. This includes public school districts, BOCES, charter schools, private schools, nonprofit agencies, city or county government agencies, faith-based organizations, institutions of higher education, and for-profit corporations.
- 126. Can the hours for activities that youth are engaged in off-site (e.g. internships, college trips) be counted towards 21CCLC attendance hours?**  
A. Yes.
- 127. My agency is not currently registered with SAM (from the Payee Information Form). The administrative office is in the process of doing this; however the process is lengthy and may require review from Agency Council which may take more time. Does the proposer need to be registered with SAM in order to be considered for an award or can we check "no" on the Payee Information Form and get registered IF we are awarded?**  
A. Applicants do not need to be registered at the time of application, but if the agency is successful in being awarded a project, it would then need to have a current SAM registration in order for the award to be finalized. Failure to do so would jeopardize funding. Applicants

who are not currently registered with SAM are encouraged to begin the process as soon as possible so that if awarded a 21<sup>st</sup> CCLC grant, funding will not be in jeopardy. SAM registration must be maintained throughout the grant period.

- 128. In connection with the 21st Century Community Learning Centers (21st CCLC) program, are adult literacy programs, GED programs, alternative schools, and ACCESS Centers considered eligible schools? We would like to partner with such entities. If such entities are considered eligible schools, may the BOCES or administrator of the program sign the Superintendent form? The Utica Housing Authority would serve as the applicant.**

A. Adult literacy programs are not considered a 'school'. The other types of programs listed above would have to be registered with NYSED and have a 12 digit BEDS code. If registered as a school with the State, please provide Free and Reduced lunch rates in order to determine eligibility. Please fax information to 21<sup>st</sup> CCLC at 518-474-8299. If the BOCES oversees such programs or schools, the District Superintendent may sign the partnership agreement.

- 129. Per the Q&A, you stated that schools scheduled for closure are not eligible for 21<sup>st</sup> century funding. The NYC DOE has to go through a whole process in order to gain approval to shut down a school. If the DOE is in the initial, exploratory phase for school closure and has not yet been voted on or passed, is the school still eligible for 21<sup>st</sup> century funding?**

A. Yes, if the school has not been officially cited for closure.

- 130. We are a targeted school, so can I presume we would not be eligible for this grant?**

A. A targeted school is eligible to apply for 21<sup>st</sup> CCLC if the school has not been officially cited for closure.

- 131. We have noted more than one Free and Reduced eligibility percentage listed in the official eligibility list for this grant that is off by many percentage points from what we know to be the actual rate. Upon checking with the Child Nutrition office of SED they say that the list you provided was clearly not from them and they are wondering (as we are) where the figures and therefore the eligible schools came from. Can you clarify this? If there is a district that is listed and chooses to apply, and if it is later determined that the eligibility figures you used were incorrect and the school is not eligible, will that school's grant be considered as if it were eligible? or if this occurs after funding, will the school have to return the funding?**

A. The self-reported Free and Reduced lunch percentages on The Eligible Schools list are based on the 2011-2012 school year, and are provided by NYSED's Information Reporting Services. The list posted in the RFP is the document that eligibility for 21<sup>st</sup> CCLC funds will be based upon throughout the life of the grant.

- 132. If a school loses its school-wide Title I status during the grant period, can it continue to operate a 21C program? If not, what would the lead agent do with the funds budgeted to run a program at that school?**

A. Yes. Schools are deemed eligible for the life of the grant based on the Eligible Schools List for 2011-2012.

133. **When planning to partner with a public school (LEA), what does a CBO as lead fiscal agent need to do to assure private schools have been consulted in this process?**  
A. All partners must discuss the grant requirements and work together to be sure all aspects of the application process are completed, including consulting local private schools.
134. **Regarding FAQ #62: If a CBO is going to be the lead fiscal agent are they “responsible for administering” the 21st CCLS program? If they are, does that mean they must have the School Age Child Care License even if they will provide programs on a school site?**  
A. Yes, if they intend to serve seven or more children under the age of 13.

**PRIORITY AND FOCUS SCHOOLS / COMPETITIVE PRIORITY:**

135. **Can you clarify whether extra points for Priority Schools are awarded for applicants serving students who attend Priority Schools, or only for applicants who offer programming to all students in Priority Schools with the intent of serving at least 50%? For example, if 25 youth were to attend from a priority school that serves 300, would the applicant be eligible for the extra points?**  
A. Priority points will be awarded to Priority schools choosing to use 21<sup>st</sup> CCLC funds to offer programming to the whole school or a specific target population with the goal of serving at least 50% of the targeted group. In response to the example above, if the target group is 300 students, the goal must be to serve at least 150.
136. **On page 3 of the RFP it states: "For Priority Schools, expanded learning time within the school day must be offered to all students, with the intent of serving at least 50% of the student population." Does this mean that our proposal must include an ELT component if we are working with Priority Schools? Or does it mean that if we *choose* to have an ELT component in a Priority School we must offer services to all?**  
A. For the purpose of this grant, Priority schools choosing to extend the regular school day may choose to target the whole school, a specific grade level, or unique cohort of students, with the intent of serving at least 50% of that target population. If Priority schools choose to use 21<sup>st</sup> CCLC funds to offer programming outside of the regular school day, they can use that time to meet the required 200 additional hours of student contact as long as they have the goal of serving at least 50% of the target population.
137. **Expanded Learning Time: If an applicant submits an application for priority school collaboration, is it required that school-day services be part of the program menu?**  
A. No. If a Priority school chooses to use 21<sup>st</sup> CCLC funds to offer programming outside of the regular school day, it can use that time to meet the required 200 additional hours of student contact, as long as it has the goal of serving at least 50% of the target population.
138. **Priority schools are required to expand learning time by a minimum of 200 student contact hours per year. Will all 21st Century activities count toward the 200 hours including: academically focused activities, enrichment activities in music and art, skill**

A. Yes.

**139. I am writing on behalf of the Research Foundation of the City University of New York. We have a question regarding the 21st CCLC RFP: How can the 200 hours for priority schools be met using 21st CCLC funds?**

A. All 21st Century activities count toward the 200 hours including: academically focused activities, enrichment activities in music and art, skill development activities, activities which deepen student engagement in school, and activities that promote higher attendance. For the purpose of this grant, Priority schools choosing to extend the regular school day may choose to target the whole school, a specific grade level, or unique cohort of students, with the intent of serving at least 50% of that target population. If Priority schools choose to use 21st CCLC funds to offer programming outside of the regular school day, they can use that time to meet the required 200 additional hours of student contact as long as they have the goal of serving at least 50% of the target population.

**140. The Program Requirements state that a Priority School must deliver instruction and enrichment activities in active partnership with a community partner. Similarly, page 5 of the RFP states: applicants must develop and sustain a meaningful partnership between the school(s) and high-quality community partner(s). What is the meaning of community partner here? May an applicant that is a University working with target schools be considered a community partner, or must an applicant who is a University working with target schools work in partnership with another community organization to deliver activities? If a University is required to partner with a separate community partner to deliver activities in target schools, may it partner with one organization for several schools?**

A. For the purpose of this grant, a College or University is considered a community partner when working with schools. The College or University may choose to partner with other community organizations if they wish.

**141. Are priority or focus points granted based on the status of the school that the program is housed within or on the schools attended by the enrolled participants? For example, if the host school is non-priority, but more than 66% of the students come from Priority or Focus feeder schools, will the proposal receive priority points?**

A. Priority Points will be awarded if students from three individual schools are to be served in the grant, two (66%) being designated as Priority or Focus schools, and the program location is at the school with no designation.

**142. The RFP states: "If an application proposes to serve students in more than one school, 66% of those schools must be Priority or Focus schools to be eligible for priority points." If 2 of 3 schools (66%) in an application are Priority or Focus schools must 66% of the students being served attend those priority or focus schools? For example, if proposing to serve a total of 300 children in 3 schools -- one Priority, one Focus, and one without priority status -- can 150 (50%) attend the non-priority/non-focus school, 25% attend the Priority school, and 25% attend the Focus school?**

A. No. 66% of the students being served do not have to attend Priority or Focus schools, but Priority schools choosing to use 21<sup>st</sup> CCLC funds must target the whole school, a specific grade level, or unique cohort of students, with the intent of serving at least 50% of the target population.

**143. Is there a fundable scenario that will allow for an organization to serve a Priority School without serving 50% of the school's enrolled students/the proposal's target group?**

A. For the purpose of this grant, a Priority school choosing use 21<sup>st</sup> CCLC funds to extend the regular school day may choose to target the whole school, a specific grade level, or unique cohort of students, with the intent of serving at least 50% of that target population. If a Priority school chooses to use 21<sup>st</sup> CCLC funds to offer programming outside of the regular school day, it can use that time to meet the required 200 additional hours of student contact as long as the program has the goal of serving at least 50% of the target population.

**144. Are programs serving priority or focus schools required to provide day school services, or may they only provide after school services if they so choose?**

A. Multiple program options may be used by all recipients of funding under the 21<sup>st</sup> CCLC grant including; before school, during school, after school, weekends, holidays or summer recess. Priority schools may choose to use 21<sup>st</sup> CCLC funds to offer programming outside of the regular school day, and can use that time to meet the required 200 additional hours of student contact as long as they have the goal of serving at least 50% of the target population.

**145. Can Focus schools do extended learning time during school day?**

A. Yes, any 21<sup>st</sup> CCLC program may choose to extend learning time during the school day.

**146. If a priority school has a total population of 400 students and applies for a grant with a CBO for 200 of those students (\$300,000), how many of the students must be served in order to meet the requirements for the 200 hours of expanded learning time? In other words does "target" apply to the 400 students of the school in which case the answer would be 200 or does it apply to the 200 in which case the answer is 100?**

A. In this case, the specific target population is 200 students, so the program must have a goal to serve at least 50% of that group, or at least 100 students.

**147. If four high schools are included in an application and two are priority and the other two are part of a focus district in NYC, how many points will be allocated? Using the example formula it looks like 18 divided by 4 or 4.5. Is that correct?**

A. Correct. Two Priority high schools (6 + 6 priority points) and two Focus high schools (3 + 3 priority points) = 18, divided by 4 schools equals 4.5 priority points.

**148. In the section "Priority Schools" (page 10 of the grant application document) it states "Grant funds may be used during the school day." Is this referring to the regular school day or the expanded learning time school day? In other words if the normal school day is 9-3, can grant funds be used during that time? Or can they only be used for an expanded school day – let's say 9-4?**

A. The ‘normal school day’ is defined by the Local Education Agency. Funds may be used to provide programming during the normal school day, or to extend the school day.

149. **Priority Points** – pp. 8 – 9 indicate that priority points are allocated based on whether a school is a high, middle or elementary school. However, if we propose to only serve 5<sup>th</sup> graders (who the RFP defines as middle school students) in an elementary school; **will we receive 6 points even if those 5<sup>th</sup> grade students are in priority elementary school? And does the same apply to focus schools where only 5<sup>th</sup> graders would be served?**

A. 5 priority points would be given to an applicant proposing to serve 5<sup>th</sup> graders who are attending an elementary Priority school, or 2 points if serving 5<sup>th</sup> graders in a Focus elementary school.

150. **21<sup>st</sup> CCLC Programs in Priority Schools** – The answer to Q.53 in the Q & A Part 1 states – For the purpose of this grant, Priority schools choosing to extend the regular school day may choose to target the whole school, a specific grade level, or unique cohort of students, with the intent of serving at least 50% of that target population. If Priority schools also use 21<sup>st</sup> CCLC funds to offer programming outside of the regular school day, they may serve additional grade levels or cohorts of students, and can use that time to meet the required 200 additional hours of student contact. Our questions are – First (A), if a priority school partners with a CBO to provide 21<sup>st</sup> CCLC services to its students outside of the regular school day (including, before and/or after school, holidays and summer etc.), **does it have to target 50% of an identified cohort(s) e.g. 6th graders?** Second (B), if the 21<sup>st</sup> CCLC serves fewer than 50% of a specific cohort (i.e. 40% of 6<sup>th</sup> graders); **will the 40% of the 6<sup>th</sup> graders who are involved in 21<sup>st</sup> CCLC programming for 200 or more hours be counted as part of the school’s work towards providing at least 50% of it students with the required 200 additional annual contact hours?**

A. Yes, if a Priority school partners with a CBO to provide 21<sup>st</sup> CCLC services to its students outside of the regular school day (including, before and/or after school, holidays and summer etc.), it must target at least 50% of an identified cohort(s) e.g. 6th graders.

B. Yes, 40% of the 6<sup>th</sup> graders who are involved in 21<sup>st</sup> CCLC programming for 200 or more hours may be counted as part of the school’s work towards providing at least 50% of it students with the required 200 additional annual contact hours.

151. **Page 8 or the RFP states: “Section 4204(i)(1) of NCLB requires that competitive priority be given to applications that propose to target services to students who attend schools that have been identified as schools in need of improvement under NCLB, Section 1116 and are submitted jointly by eligible entities consisting of not less than one local educational agency receiving funds under Title I Part A and a community-based organization or other public or private entity. For this RFP, private schools and charter schools are considered to be local education agencies.” Is a public school an LEA? A district? A city-wide Board of Education?**

A. A public School District is the Local Education Agency. The District must apply on behalf of its individual schools.

- 152. In cases where several schools occupy the same building, could more than one school receive a 21st Century grant if the programs funded each align with a separate school and the students served by each program are different?**  
 A. Yes. BEDS codes are used to determine individual schools, not school buildings or campuses.
- 153. For the purposes of this grant are all schools in a focus district (in NYC) eligible for focus points? Or is it just the schools identified by the district as their “focus”?**  
 A. Focus schools are identified within each school district. Those schools are listed on the Focus schools list in the RFP and may be eligible for priority points.
- 154. I am still confused about Priority Schools; What is the difference between expanding learning time and extending the regular school day?**  
 A. All 21<sup>st</sup> CCLC programs are involved in expanding learning time for students by offering additional opportunities for learning beyond their regular education. Extending the school day means providing additional learning opportunities that extend the length of the locally determined school day.
- 155. If you are writing for a Priority School and NOT opting to expand learning time by extending the regular school day; Do you have to meet the minimum of 200 hours?**  
 A. If a Priority school chooses to use 21<sup>st</sup> CCLC funds to offer programming outside of the regular school day, it can use that time to meet the required 200 additional hours of student contact as long as the program has the goal of serving at least 50% of the target population.  
**Do any of those hours have to be during the regular school day?**  
 A. No.  
**Do you have to have program for 50% of the school?**  
 A. The program must have the goal of serving at least 50% of the target population.  
**Do you have to fill out the Priority School Certification form?**  
 A. Yes, if the school is utilizing 21<sup>st</sup> CCLC funds to meet expanded learning requirements.
- 156. I am a college applying for grant funding. One of the Priority Schools on the list is in the process of closing and I understand that they can not ‘apply for funding’. We have been working with them for the last 2.5 years in our current grant. Can they partner with us as we are the entity applying for funds?**  
 A. No. Schools that are in the process of closing are not eligible to participate in this funding opportunity.
- 157. I understand that Priority Schools are required to implement ELT programs. Can a CBO propose to partner with a Priority School to provide a traditional after-school program with 21<sup>st</sup> CCLC funds?**  
 A. Yes. Priority schools may choose to use 21<sup>st</sup> CCLC funds to offer programming outside of the regular school day, and can use that time to meet the required 200 additional hours of student contact as long as they have the goal of serving at least 50% of the target population.
- 158. Please consider the following 2 scenarios:**

**Scenario A: A lead agency applies for a 21<sup>st</sup> CCLC grant serving 3 schools.**

**School A is a priority HS – 6 Points**

**School B is a priority HS – 6 Points**

**School C is a focus HS – 5 Points**

**Based on the formula provided, all 3 schools are in accountability status and would receive the following priority points:**

**(School A at 6 Points) + (School B at 6 Points) + (School C at 5 Points) = 17 points**

**$17/3 = 5.66$  priority points for this proposal**

**Scenario B: A lead agency applies for a 21<sup>st</sup> CCLC grant serving 3 schools.**

**School D is a priority HS – 6 Points**

**School E is a priority HS – 6 Points**

**School F is an eligible middle school (not in accountability status) – 0 Points**

**Based on the formula provided, 2 schools are in accountability status and would receive the following priority points:**

**(School D at 6 Points) + (School E at 6 Points) + (School F at 0 Points) = 12 points**

**$12/2 = 6$  priority points for this proposal**

**The proposal serving 3 schools in accountability status receive less points then the proposal in which only 2 school are in accountability status. Is this accurate?**

A. Yes. Please note that in scenario A, the Focus High School is eligible for 3 priority points, not 5. The total priority points for scenario A is  $6 + 6 + 3 = 15$   $15/3 = 5$  Priority Points.

- 159. The instructions indicate that Priority Schools can choose a unique cohort of students of which they must serve 50% of the target population. Must that unique cohort be strictly defined in terms of pre-existing characteristics (i.e. academic performance, grade, IEP status, etc.)? Or can a unique cohort be composed of a self-selecting group (i.e. students that voluntarily enroll in the program)?**

A. A unique cohort of students is a group of students brought together by a set of common characteristics, cause or purpose that the school and community partners target as most in need of 21<sup>st</sup> CCLC programming.

- 160. The instructions indicate that “a Priority school must document procedures for monitoring program attendance during the school day”. Does this mean that grantees must not only report whether or not each student reaches the 200 “extra” hours but also must concurrently report their regular school day attendance in aggregate? In other words, must grantees track the base mandated number of hours attended plus the extra 200 hours, or are grantees only responsible for tracking the extra 200 hours?**

A. Grantees are only responsible for tracking the additional 200 hours of expanded learning time.

- 161. Is there a separate documentation form for the Focus Schools?**

A. No.

## **PROGRAM REQUIREMENTS AND ATTENDANCE:**

- 162. Our LEA and partner organization (CBO) have different skill sets for the director's position. Can we split the director's position between two organizations?**  
A. Yes.
- 163. Are there any restrictions on programs that are located in community sites rather than school buildings? Are there min / max hours that the program should run? Min / max students?**  
A. If a community organization, college or university, municipality or other eligible entity (not the LEA), is responsible for administering a 21<sup>st</sup> CCLC program in a school building or at a community based location, and proposes to serve seven or more children under the age of 13, a School Age Child Care License must be obtained. The majority of programs funded through the U.S. Department of Education are open at least 15 hours per week. Research suggests that more time spent in engaged and sustained learning activities yields greater benefits. Applicants must provide a plan for keeping student attendance by time in each activity to meet or exceed the 21<sup>st</sup> CCLC legislative intent of a minimum of 90 hours per year (30 days per year for three hours per day). Regarding the number of students to be served, the minimum grant award is \$50,000. The maximum allowable cost of \$1,500 per student would necessitate that the program serve at least 34 students. The maximum grant award is \$1.2 million, therefore 800 students could be served.
- 164. Do volunteers who work with the youth need to be fingerprinted?**  
A. Yes, if volunteers will have regular and substantial contact with the youth. Volunteers who are not finger printed cannot be left unsupervised with children and should not be counted in the staff to student ratio. Programs required to have a School Age Child Care (SACC) license should refer to the SACC regulation 414 for further clarification.
- 165. Please define "reasonable staff-to-student ratios" per page 5 and articulate your criteria for "reasonable."**  
A. As stated on page 5 of the RFP, if the applicant is a community organization, college or university, municipality or other eligible entity and proposes to serve only children ages 13 and older, the applicant must work with its partnering school(s) to ensure the safety and health of all participants, including reasonable staff-to-student ratios and background clearances for staff. According to the NYS Office of Child and Family Services, School Age Child Care Part 414.8, the staff ratio for students through age nine is 1:10, and the ratio from age 10-12 is 1:15.
- 166. Wondering how best to calculate the number of students participating: If the same student is participating in more than one program being funded through the 21st CCLC grant, is he or she (the student) counted once for each program or once for the overall grant?**  
A. An individual student can only be served and counted once for a 21<sup>st</sup> CCLC grant, inclusive of all activities that the student participates in within the program.

- 167. What if the district has a transient population and, for example, ten students who have been participating in an afterschool tutoring program suddenly move out of the district midway into the school year. Must the district still meet its 90-hour requirement for those students to count? Could the district fill those vacated spots with other students who would benefit from participating in the program?**  
A. While the goal for every 21st CCLC program must be to serve each individual student for at least 90 hours per year, funding is based on all students served by the program, not just those served for 90 hours. The district should try to fill any vacated slots with students who are most need of the program.
- 168. I was hoping for a clarified explanation for “Expanded Learning”. Can CBO programming take place during the school day in other classes such as English or Advisory in conjunction with the school day teachers? Do most schools extend beyond the minimum hour requirement?**  
A. Yes, a CBO may work collaboratively during the school day in classes such as English or Advisory in conjunction with the school day teachers, as long as activities accelerate and enrich learning in core academic subjects by making meaningful improvements to the quality of programming in support of school-wide achievement goals through hands-on experiences that make learning relevant and engaging, and which are in addition to or different from how the school offers its instructional program. Opting to Extend the regular school day is a local decision.
- 169. We have a question about the enrollment of our students. Do all of our participants need to attend our program full-time -- that is, 5 days a week? Or can we also serve students who attend the program 2 or 3 scheduled days a week, as long as we adhere to the same minimum of 90 instruction hours throughout the year for these students?**  
A. You may serve students who attend the program 2 or 3 scheduled days a week, as long as you work to meet or exceed a minimum of 90 instruction hours throughout the year for those students.
- 170. Do parents factor at all into the 90-hour program requirement?**  
A. No. The 90 hour benchmark is for students participating in the program.
- 171. If the CBO or school district partners with a town library or public library and has an after-school or evening program, such as a book club, that meets at the library on a weekly or monthly basis, must the library possess a School-Age Child Care Registration? What if the students' parents are participating in the book club; would the library still be required to have the School-Age Child Care Registration?**  
A. If the library is offering a program with a single focus such as book club, once a week or once a month, a School-Age Child Care license is not required.
- 172. Will applicants be penalized if they are not proposing to offer services at least 15 hours a week (on average) as well as when school is not in session? Is it acceptable for an applicant to offer after-school services 5-10 hours a week (for example) and during the summer, as long as students are meeting the requirement of 90 hours annually?**

A. While the majority of programs funded through the U.S. Department of Education are open at least 15 hours per week and research suggests that more time spent in engaged and sustained learning activities yields greater benefits, programs may opt to offer after school services for fewer than 15 hours per week.

**173. If a non-public school (such as a yeshiva) currently operates an Article 43 program funded by the NYC Dept. of Education (such as UPK), does this school need SACC registration if it plans to serve 7 or more children under the age of 13 beyond school hours?**

A. For the purpose of this grant, non-public schools are considered LEAs. If the LEA is fully responsible for the program held at a school beyond school hours that serves seven or more children under the age of 13, and the LEA hires and pays program staff, a SACC license is not required. If the LEA subcontracts with a CBO partner to run the program in the school, and the CBO is responsible overseeing the program, and hiring and paying staff, then a SACC license is required.

**174. Target Population: Does this mean the entire school's populations? Does it mean a selected population in the school, such as special education, Level 1, etc. Does the RFP require that a "target population" be identified? The RFP states: "For Priority Schools, expanded learning time within the school day, must be offered to all students, with the intent of serving at least 50% of the student population".**

A. For the purpose of this grant, a Priority school choosing to extend the regular school day may choose to target the whole school, a specific grade level, or unique cohort of students, with the intent of serving at least 50% of that target population.

**175. I understand that we can do educational programming after school or on weekends, outside of normal school hours... Can we use grant funding to provide enrichment educational activities during our students' lunch period? (Our budget does not provide staffing for activities during lunch, and it is an excellent time for tutoring and extra library sessions or enrichment.)**

A. Yes, as long as the activities are carried out in active partnership with the community partner(s) involved in the grant, and accelerate and enrich learning in core academic subjects by making meaningful improvements to the quality of programming in support of school-wide achievement goals through hands-on experiences and enrichment that make learning relevant and engaging, and which are in addition to or different from how the school offers its instructional program.

**176. Can you explain what you would consider tutoring as opposed to homework help?**

A. Tutoring involves giving additional, special, or focused remedial instruction to an individual child or small group. Providing homework help involves assisting students with general questions, applications and encouragement to complete teacher-assigned tasks.

**177. How do we calculate the amount of hours the 21st CCLC is open ? Do we consider just the days in operation during the school year? How do we add into that the time we are open during the summer and vacations, and Saturdays?**

A. The calculation of program hours for the year should include all of the above.

- 178. If the lead applicant is a community organization that is proposing to operate its program in a school building and has partnered with the school district, does the organization need to obtain School-Age Child Care licensing? What about a school district proposing to operate its program at a community-based site?**  
A. If a community organization, college or university, municipality or other eligible entity (not the LEA), is responsible for administering a 21<sup>st</sup> CCLC program in a school building and proposes to serve seven or more children under the age of 13, a School Age Child Care License must be obtained. If the school opts to have the program located at the community based site, the same rules apply.
- 179. Does Appendix 4 (Requirements of GEPA 427) apply only to applicants that have never before received 21st Century Community Learning Centers funding? How should these provisions be included in the application? In other words - should they just be described in the narrative?**  
A. Appendix 4 applies to all applicants. Provisions to meet GEPA requirements should be described in the narrative section of the application.
- 180. Is it recommended that the 90 hours be 30 days a year at three hours a day? Or is it acceptable for the 90 hours to be reached through a different time configuration?**  
A. Various scheduling configurations exist among programs. Research suggests that more time spent in engaged and sustained learning activities yields greater benefits, so the more concentrated time a student spends in a program, the better the chance for increased learning and development.
- 181. May 21stCCLC activities for a NON-Priority school include activities during the school day?**  
A. Yes.
- 182. If 21stCCLC funds may not be used for school-day activities in a NON-Priority school, can program activities during the day that incur no cost to the program be counted as services for purposes such as enrollment etc?**  
A. 21<sup>st</sup> CCLC funds may be used during the school day in non-priority schools.
- 183. On page 10 of the RFP in the section related to priority schools, is this a typo? "Grant funds may be used during the school day." Aren't 21CCLC funds only for out-of-school time?**  
A. No. As stated on page one of the RFP; "Under NY State's recently approved ESEA waiver, annual program funds may also be used to expand learning time within the school day."
- 184. Are there minimum attendance requirements for the number of students to be served by the 21st CCLC program? If so, what are they? To be more specific, in the program narrative under "Use of Time," applicants are asked to "[p]rovide a plan for keeping student attendance by time in each activity to meet or exceed the 21st CCLC legislative intent of a minimum of 90 hours per year (30 days per year for three hours**

A. 90 hours per year is the recommended minimum for student attendance.

**185. If a parent attends literacy programming (for instance) provided by the applicant, does that parent count toward the district's number of students served? (For instance, if that parent has 5 children in the district and that parent attends 90+ hours of programming, does she count as five students served?)**

A. No. Parents are not included in the target number of students served.

**186. Please clarify the number of hours/days required for each participant. The RFP states that 200 additional contact hours are required if services are being provided to expand learning time during the school day in Priority schools, but contains no similar guidance for all other 21st Century programming. The application instructions refer to "the 21<sup>st</sup> CCLC legislative intent of a minimum of 90 hours per year (30 days per year for three hours per day)." Does this mean that the required minimum dosage is 90 hours? And must those 90 hours accrue over the course of 30 days -- in other words must a student attend for 3 hours on a given day in order for those hours/that day to count?**

A. No, although planned and intended by programs, the required minimum dosage is not 90 hours. A student does not need to attend for 3 hours on a given day in order for those hours/that day to count. Various scheduling configurations exist among programs. Research suggests that more time spent in engaged and sustained learning activities yields greater benefits. The more concentrated time a student spends in a program, the better the chance for increased learning and development.

**187. Page 17 – Budget Adjustment Seeking clarification on this statement: “Grantee will furnish NYSED a roster of participants served in its program as of June 1 in each program year. This roster is due by June 15<sup>th</sup>. The number of students....will be compared against the number of students proposed to be served” Would the roster include the number of youth enrolled and attending program by 6/1 or is it the number of youth that have actually completed 30 days/90 hours by that time?**

A. The attendance count will include all students served during the program year, from July 1 to June 1.

**188. If we were to include Saturdays as part of the program delivery model, would we be able to do as few as 5 per year or would we have to consistently include Saturdays in our delivery model?**

A. Various scheduling configurations exist among programs. As part of your program delivery model, offering activities on five Saturdays per year is allowable.

**189. The RFP mentions that deductions will be made according to a program's roster. Does the roster refer to enrolled students or students who meet the attendance criteria of 90 hours? In other words, if our target enrollment is 200 students, and we enroll 275**

A. While the every 21st CCLC program must develop a plan to serve individual students for at least 90 hours per year, funding is based on all students served by the program, not just those served for 90 hours. Deductions will be based on the total number of students served.

**190. Please confirm that a proposed high school program running three days weekly, three hours each day for 35 weeks would in fact be fundable.**

A. Confirmed.

**191. Are the schools to keep attendance by hour or session?**

A. Applicants must describe procedures for taking attendance of individual students on a daily basis, and provide a plan for keeping student attendance by time in each activity. Daily attendance must be tracked for each participant for the purpose of student safety and program accountability, regardless of the amount of time the student spends in the program on a given day. In addition, programs must provide a plan to keep student attendance by time in each activity in order to meet or exceed the 21<sup>st</sup> CCLC legislative intent of a minimum of 90 hours per year. Research suggests that more time spent in engaged and sustained learning activities yields greater benefits. The intent of New York State is to focus on cumulative dosage and hours of student participation, as it relates to individual gains in academics and social emotional development and learning.

**192. Our proposed program includes a mentoring component for students that occurs both during the school day (1 hour per week) and afterschool. In order for this component of the program to qualify as an “expanded learning time” activity that would be covered by 21<sup>st</sup> CCLC funds, does it need to be delivered in schools with an expanded school day? In other words, we want to be sure that, regardless of whether our school sites have expanded hours, the component of the mentoring program that occurs during the school day will be funded by the grant as an activity that goes beyond State-mandated academic requirements.**

A. All applicants may use 21<sup>st</sup> CCLC funds to provide expanded learning opportunities, including mentoring, during the school day, as long as all activities are carried out in active partnership between the school and community partner, and accelerate and enrich learning in core academic subjects by making meaningful improvements to the quality of programming in support of school-wide achievement goals through hands-on experiences that make learning relevant and engaging, and which are in addition to or different from how the school offers its instructional program

**193. As long as each student is participating in programming at least 90 hours/year will we fulfill the terms of the grant, or are there specific requirements for programming hours per student on a weekly and/or monthly basis?**

A. There are no specific requirements for programming hours per student on a weekly and/or monthly basis. Various scheduling configurations exist among programs. Research suggests that more time spent in engaged and sustained learning activities yields greater benefits. The more concentrated time a student spends in a program, the better the chance for increased learning and development. While the majority of programs funded through the

U.S. Department of Education are open at least 15 hours per week and research suggests that more time spent in engaged and sustained learning activities yields greater benefits, programs may opt to offer after school services for fewer than 15 hours per week.

- 194. Our programming will serve a group of schools. In order to score competitively and fulfill the requirements of the grant, must programming in each school fulfill each of the 3 grant objectives articulated under “purpose of grant” and reflected in the proposal rubric? For example, if many but not all of our schools provide parents with literacy/educational development opportunities would that competitively fulfill objective 3?**

A. The three tenets of 21<sup>st</sup> CCLC programming must be made available to all participating students and families. Please refer to page one of the RFP.

- 195. If funds during the day are used to put teaching assistants in the classrooms with high numbers of struggling students, how do we determine the number of students the program reaches? Would they all need to register for the program or do we need to target just program participants?**

A. 21<sup>st</sup> CCLC funds may not be used to add staff to school day classrooms unless all funded activities accelerate and enrich learning in core academic subjects by making meaningful improvements to the quality of programming in support of school-wide achievement goals through hands-on experiences that make learning relevant and engaging, and which are in addition to or different from how the school offers its instructional program, and target a specific group of students. Activities must be provided with meaningful partnerships between the school(s) and high-quality community partner(s) who will interact directly with students and staff. Targeted students would have to be enrolled in the 21<sup>st</sup> CCLC program. 21<sup>st</sup> CCLC funds may only be used to supplement, not supplant regular school day staffing and/or activities.

- 196. Minimum Hours – On p. 22 and elsewhere, SED indicates that programs should have a goal of engaging students in activities “to meet or exceed the 21<sup>st</sup> CCLC legislative intent of a minimum of 90 hours per year (30 days per year for three hours per day)”. This is harder to consistently achieve with middle and high school students. Therefore, our Questions are: (1) If a student participates for fewer than 3 hours in a given day (for example 2 hours on Monday and 1 hour on Tuesday) would the two days be counted as a full day. (2) Or is a day only counted when a student participates for 3 hours? (3) For Priority schools, do you still count days? Or are all hours cumulative with a goal of reaching 200 hours? And (4) During the summer our 21<sup>st</sup> CCLC involves students for 10 hours per day. Is participation in a 10-hour daily program counted as 3 days on each day when attendance at each activity is verified?**

A. Various scheduling configurations exist among programs. Daily attendance must be tracked for each participant, regardless of the amount of time the student spends in the program on a given day, for the purpose of student safety and program accountability. In addition, programs must provide a plan to keep individual student attendance by time in each activity in order to meet or exceed the 21<sup>st</sup> CCLC legislative intent of a minimum of 90 hours per year. Research suggests that more time spent in engaged and sustained learning activities yields greater benefits. The intent of New York State is to focus on cumulative dosage and

hours of student participation, as it relates to individual gains in academics and social emotional development and learning. For Priority schools, hours are also cumulative with a goal of reaching 200 hours.

- 197. Number 4 (Use of Time) in the Program Narrative Outline Instructions – Item “c” under *Scoring Indicators* states: “Describe procedures for taking attendance of individual students on a daily basis. Provide a plan for keeping student attendance by time in each activity to meet or exceed the 21<sup>st</sup> CCLC legislative intent of a minimum of 90 hours per year (30 days per year for three hours per day). Applicants choosing to utilize the 21<sup>st</sup> CCLC program to expand learning time in by a minimum of 200 student contact hours per year in a Priority school must document procedures for monitoring program attendance during the school day.” Our Questions are – If the priority schools in our 21<sup>st</sup> CCLC choose to use the program to help them provide and additional 200 student contract hours per year; will youth still be expected to participate for at least 3 hours per day when engaged in the program? Or (as long as attendance is appropriately monitored) can the 200 hours be accumulated through varied periods of participation including some 3-hour days, some 7+-hour days during summer and other school breaks, and days when a youth only attends for an hour?**

A. Various scheduling configurations exist among programs. Daily attendance must be tracked for each participant, regardless of the amount of time the student spends in the program on a given day, for the purpose of student safety and program accountability. In addition, programs must provide a plan to keep individual student attendance by time in each activity in order to meet or exceed the 21<sup>st</sup> CCLC legislative intent of a minimum of 90 hours per year. Research suggests that more time spent in engaged and sustained learning activities yields greater benefits. The intent of New York State is to focus on cumulative dosage and hours of student participation, as it relates to individual gains in academics and social emotional development and learning. For Priority schools, hours are also cumulative through varied periods of participation with a goal of reaching 200 hours.

- 198. Page 8 of the RFP states that “applicants must ensure that the students they are proposing to serve are not going to be served by more than one 21<sup>st</sup> CCLC grant.” How can we ensure that a student who we are serving with, for example, an after-school program is not participating in another agency’s in-school programming?**

A. It is up to the applicant to communicate with school administrators to ensure no overlap of services. There may only be one 21<sup>st</sup> Century program per school building, and the same children cannot be served by more than one 21<sup>st</sup> CCLC program. It is allowable for a community based organization to offer programming in a non-school space for a different group of children than are served in a 21<sup>st</sup> CCLC program operating at their school building.

- 199. Is there a minimum number of contact hours per participant?**

A. No. While every 21<sup>st</sup> CCLC program must develop a plan to serve individual students for at least 90 hours per year, funding is based on all students served by the program, not just those served for 90 hours.

- 200. If we enroll parents in a training program, can the time that they subsequently spend with their children, working on educational projects and activities, be counted as contact hours?**  
A. No.
- 201. Which students should be included in the roster that needs to be submitted to NYSED on June 15 each year as students served? How are students considered served by the program if as the Answer to Q&A question #18 states "funding will be based on all students served by the program, not just those served for 90 hours per year"? How should the number of students served be calculated for a proposal, students who are regular attendees and participate for a minimum of 30 days throughout the programmatic year?**  
A. The roster should include all students served during the program year. While the goal for every 21st CCLC program must be to serve individual students for at least 90 hours per year, funding is based on all students served by the program, not just those served for 90 hours. The number of students to be served should be calculated with the intent to serve students for a minimum of 90 hours each year.
- 202. Am I correct that the way to use 21<sup>st</sup> CCLC funds during the school day is to "expand learning time". For example – adding an hour at the end of each regular day and paying for it with 21<sup>st</sup> CCLC funds. Is it possible to use 21<sup>st</sup> CCLC funds during the regular school day by providing academic enrichment services during student lunch hours or "free time" or must it be by adding time before or after school? Are there other possibilities that you can provide?**  
A. It is allowable to use 21<sup>st</sup> CCLC funds during the regular school day by providing academic enrichment services during student lunch hours or "free time", or by adding time before or after school, as well as expanding the regular school day, week or year.
- 203. We are proposing to serve five school sites in NYC. Do we need to hire a full time Program Director for each site or can we have our current full-time Director manage overall program and have program coordinators at each site.**  
A. It is recommended that a full time program director is hired for the overall program. Staffing configurations are ultimately the decision of the applicant.
- 204. Can the hours for activities that youth are engaged in off-site (e.g. internships, college trips) be counted towards 21<sup>st</sup> CCLC attendance hours?**  
A. Yes.
- 205. Please further clarify the "minimum of 90 hours per year (30 days per year for three hours per day)." Does that refer to all enrolled students, the students who have attended or an average of the two?**  
A. The goal for every 21st CCLC program serving individual students for at least 90 hours per year is for all students enrolled and served by the program.
- 206. For our middle school students, would a modified/intramural sports program be allowable?**

A. Sporting activities are an allowable cost, as long as those students enrolled in the 21<sup>st</sup> CCLC program also have opportunities for academic enrichment as well as a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs. Families of students served by community learning centers must also be offered opportunities for literacy and related educational development. 21<sup>st</sup> CCLC funds must be used to supplement, not supplant regular school day staffing and/or activities.

**207. Is enrichment in music and art a requirement of a 21st CCLC? (page 4 of the RFP)?**

A. Yes. Enrichment in music and art is part of the broad array of additional services, programs, and activities that should be offered to students. Other activities may include youth development activities, drug and violence prevention programs, counseling programs, recreation programs, technology education programs, and character education programs.

**208. Can two different CCLC programs serve the same school as long as students aren't enrolled in both of them? (page 8 of the RFP)**

A. There may only be one 21st Century program per school location, and the same children cannot be served by more than one 21<sup>st</sup> CCLC program. It is allowable for a community agency to offer programming in a non-school space for a different group of children than are served in a 21<sup>st</sup> CCLC program operating at their school. Note: In New York City, The New York City Department of Education has instructed Superintendents that each school may only be included in one grant application.

**209. Is it an expectation that the program utilize "appropriately qualified seniors"?**

A. When applicable, the applicant should describe plans to encourage and use appropriately qualified seniors to serve as volunteers in activities carried out through the 21<sup>st</sup> CCLC program,

**210. Can an applicant propose to increase the number of participants each year?**

A. While applicants may choose to discuss how they may serve additional students during the life of the program, the year one budget total will remain the same throughout the life of the grant award.

**211. I understand NYSAN and QSA are used for self assessment and for program improvement. My question is does 21st Century use a specific pre and post test for Individual Achievement Plan (IAP) for individual placement?**

A. No.

**212. How are you classifying a participant? Is it per program offered, or just per child? If the same child attends before care, after care and our summer program, is that child counted three times, or just once?**

A. An individual student can only be counted once for each 21<sup>st</sup> CCLC grant, inclusive of all activities that the student participates in within the program year.

- 213. Could you please clarify the process regarding the attendance roster that will be submitted to NYSED each year as proof of attendance? How will that list be verified?**  
A. Programs must keep accurate daily and hourly attendance records of all 21st CCLC participants served from July 1 – June 1 each year. The attendance roster must be submitted to NYSED by June 15<sup>th</sup> each year. The list will be verified by NYSED staff.
- 214. In regards to the cap per child and attendance list – can you confirm that only children who have reached 30 days or 90 program hours will be counted towards your attendance goal and therefore money cap? Will children who do not meet the 30/90 requirement be counted towards the attendance total?**  
A. While the goal for every 21st CCLC program must be to serve individual students for at least 90 hours per year, funding and attendance is based on all students served by the program, not just those served for a minimum of 90 hours.
- 215. If your agency already provides family services such as resume preparation, help with job applications, assistance in securing public supports, etc. and those programs are already funded through non-21<sup>st</sup> CCLC dollars, can that count towards the family services component or must 21<sup>st</sup> CCLC dollars be used for that?**  
A. The agency's family services programs that are already funded through non-21<sup>st</sup> CCLC dollars can count towards the family services component, as long as attendance is kept for those families of 21<sup>st</sup> CCLC student participants who choose to take advantage of such offerings.
- 216. In the program narrative section, item 4, (Use of Time) it says if we work with a Priority School, the requirement is to expand learning time by a minimum of 200 student contact hours. It also says that we must "meet or exceed the 21st CCLC legislative intent of a minimum of 90 hours per year." Please clarify. Does this mean that Priority school students must have 200 hours, and non-Priority school students only require 90? Or does this mean, that Priority school students must have 90 hours before or after school, weekends & holidays, and the remaining 110 during the school day?**  
A. Priority schools may opt to satisfy the 200 additional hour requirement by utilizing 21<sup>st</sup> CCLC funds before school, after school, weekends, holidays, during summer recess, and/or during the school day. For all programs, including priority schools, the goal is to meet or exceed the 21st CCLC legislative intent of a minimum of 90 hours per year.
- 217. In the program narrative section, item 4, (Use of Time) it says "90 hours per year (30 days per year for three hours per day)." Is that breakdown a suggestion or mandatory? For example, could students attend 45 days of 2 hours? or 28 days of 3 hours, and 1 weekend event for 6 hours?**  
A. Various scheduling configurations exist among programs. Any of the schedules listed above are allowable. Research suggests that more time spent in engaged and sustained learning activities yields greater benefits.
- 218. Is it required (or strongly recommended) for programs to operate for 15 hours per week? Also, is it required to provide during the summer and on holidays?**

A. While the majority of programs funded through the U.S. Department of Education are open at least 15 hours per week and research suggests that more time spent in engaged and sustained learning activities yields greater benefits, programs may opt to offer after school services for fewer than 15 hours per week. It is not required to provide programming during the summer and on holidays.

**219. Is it required for programs to offer services in English and Math or can applicants propose to focus on just one or the other?**

A. It is not required for programs to offer services in both English and Math. Applicants are required to support the school's overall academic focus and ensure the integration of academic support. Programs must accelerate and enrich learning in core academic subjects by making meaningful improvements to the quality of programming in support of school-wide achievement goals through hands-on experiences that make learning relevant and engaging, and which are in addition to or different from how the school offers its instructional program.

**220. Can we offer activities outside of those listed on page 12 in the RFP (for example, the use of board games method of academic enrichment)?**

A. Yes, as long as activities such as Board games accelerate and enrich learning in core academic subjects and are in support of school-wide achievement goals through hands-on experiences that make learning relevant and engaging, and which are in addition to or different from how the school offers its instructional program.

**221. Must snacks be provided to students at the start of the program day?**

A. No. 21st CCLC funds may not be used for nutritional services such as daily snacks for participants. However, for the benefit of the children being served, applicants are strongly encouraged to include such services as part of a comprehensive program. Many programs will be eligible to receive funds through the U.S. Department of Agriculture (USDA) Food and Nutrition Service for after-school snacks and, in some cases, to provide meals. For more information concerning the availability of these resources for coordination with 21st CCLC programs, please refer to the Department's 21st CCLC web page: [http://www.p12.nysed.gov/sss/21stCCLC/onlinetechassistance.html#Nutrition\\_Resources](http://www.p12.nysed.gov/sss/21stCCLC/onlinetechassistance.html#Nutrition_Resources) or [www.frac.org/](http://www.frac.org/).

**222. Are programs responsible for obtaining consecutive days of attendance, or just 30 days through the program year?**

A. The program does not have to obtain 30 consecutive days of attendance. The goal for every 21st CCLC program must be to serve individual students for at least 90 hours per year.

**223. Will programs that are at risk of not meeting their projected enrollment be provided with flexibility to make modifications to their program in order to meet stated attendance goals and avoid funding reductions? For example, will an awardee be allowed to expand services to additional grade levels within a school that was included in the original application? Or, could a program add additional program hours (i.e. a morning program) in a school that was included in the original application.**

A. Yes. Any and all proposed program changes must receive prior approval by NYSED.

- 224. For the purposes of this grant what would preferable... Continuous contact with a small number of students over an extended period of time, or fewer sessions with more students?**  
A. Research suggests that more time spent by participants in engaged and sustained learning activities yields greater benefits. Decisions of the partners regarding the program schedule should be determined by the needs of the target population.
- 225. Can a non-profit serve as an evaluator and a technical assistance provider on the same proposal?**  
A. While an organization may consist of different departments that provide a host of services, the individual who acts as the 21<sup>st</sup> CCLC evaluator should not offer additional services to the program, such as providing technical assistance.
- 226. Can a school propose to use 21<sup>st</sup> CCLC funds primarily for an after-school program and also use some of the funds for activities that happen within the school day? Are there any requirements for showing that activities that happen within the school day are different from how the school offers its regular instructional program?**  
A. Yes. Applicants should describe how the program will accelerate and enrich learning in core academic subjects by making meaningful improvements to the quality of programming in support of school-wide achievement goals through hands-on experiences that make learning relevant and engaging, and which are in addition to or different from how the school offers its instructional program.
- 227. If a CBO is the lead fiscal agent, can the organization hire DOE teachers to lead 100% of the program activities or must the activities be led by non-DOE employees?**  
A. As stated in the Consortium Policy in the RFP, the lead fiscal agent cannot act as a flow-through for grant funds to pass to other recipients. NYSED has established a minimum level of direct service of 15% to be provided by the fiscal agent.
- 228. Are credit-bearing school day and after-school activities allowable?**  
A. Yes, dependent on approval from the local school district. 21<sup>st</sup> CCLC funds must be used to supplement, not supplant regular school day staffing and/or activities.
- 229. Can programming be offered in more than one site, but for the same population of students? For example, the program offers 3 days of afterschool programming at a school site, and the same students attend programming on Saturdays at a community based organization. Combined, these two sites will offer a total of 15 hours of services to the same student population.**  
A. Yes.
- 230. We operate a 6-week summer program for which we would like to apply for 21st Century funding. In this case, 21st Century funding would support the students of our 21st Century partner school to attend. Other funds would be used to support students from other schools (not our partners in 21st century) to attend. Is this allowed?**

A. Yes. Applicants must describe how other federal, state, and local funds will be combined or coordinated for the most effective use of public resources in providing services to grant participants and families.

**231. Is there a minimum number of students that must be served from any one partner school? For example, we would like to apply for 21<sup>st</sup> Century funding with up to 5 partner schools. Two schools would be served by our summer program (off site; provides well over the 90 hour threshold for all students) and an after school program; the other three would only be served by the summer program**

A. There is not a minimum number of students that must be served from any one school.

**232. Can you please provide some examples or guidelines for when 21<sup>st</sup> cclc funds can be used during the school day? For example, is it only priority schools that can use funds in this way or all programs? Must the services be provided by the CBO partner? What are some examples of proposed services that would be supplanting rather than supplementing services?**

A. Expanded learning time within the school day may include, but is by no means limited to: academic support, counseling, or enrichment opportunities made available during lunch periods or study halls, or infusion of community resources in the classroom to allow experiential applications of curriculum, such as experiences led by museum or environmental educators. Additional resources for expanded learning are available in the Resource page of the ReviewRoom online application. All programs may offer programming during the school day. Services must be developed and sustained by a meaningful partnership between the school(s) and high-quality community partner(s) who will interact directly with students and staff to offer a range of activities and enrichment opportunities. An example of supplanting might be substituting 21<sup>st</sup> CCLC dollars to pay for field trips during the day for non-21<sup>st</sup> CCLC participants that were previously funded by the school.

**233. Is it acceptable for an organization receiving 21<sup>st</sup> CCLC funding to have a clear plan to work with parents to understand what services they need and then find and refer them to other organizations that provide those services? Or, must they specifically provide their own literacy and educational development services for families?**

A. Families of students served by community learning centers must be offered opportunities for literacy and related educational development, and it is acceptable to refer parents to other organizations who may help them meet their literacy and educational goals. Programs should track literacy and educational development services provided to individual family members within the program, as well as referrals to services provided to other organizations in the community.

**234. Is there a list or description of what constitutes and eligible applicant?**

A. See page 7 of the RFP.

**235. Will programs need to collect attendance by hours or days?**

A. Daily attendance must be tracked for each participant, regardless of the amount of time the student spends in the program on a given day, for the purpose of student safety and program accountability. In addition, programs must provide a plan to keep individual student

attendance by time in each activity in order to meet or exceed the 21<sup>st</sup> CCLC legislative intent of a minimum of 90 hours per year. Research suggests that more time spent in engaged and sustained learning activities yields greater benefits. The intent of New York State is to focus on cumulative dosage and hours of student participation, as it relates to individual gains in academics and social emotional development and learning.

**236. Regarding FAQ #67: on page #35 of the application, sub-objective 1.5 extended hours- Our understanding as a non-priority school, is we need to provide a minimum of 90 student contact hours. In this FAQ and response, are the 75% of centers that offer at least 15 hours a week...only priority schools?**

A. No.

**237. Please define a “program level evaluation plan”? Are control groups required?**

A. Each program must develop a plan to continually evaluate the quality of services it provides. Control groups are not required. Refer to the Resource page of the ReviewRoom online application to review the Evaluators Manual.

**238. P.17 indicates that rosters are due to NYSED by June 15th- school does not start until September- how will we know who will be recruited before school starts?**

A. Each program year begins July 1. Rosters are to include students served from July 1 – June 1. The first year roster will be due June 15, 2014.

**239. Please further clarify the “minimum of 90 hours per year (30 days per year for three hours per day).” Does that refer to all enrolled students, the students who have attended or an average of the two?**

A. Attendance expectations refer to each student served by the program.

### **SUBMITTING APPLICATIONS and FORMS:**

**240. I am filling out the Application Cover Page. Were do I obtain our Agency Code #?**

A. If you have not had a grant with NYSED in the past, leave that space blank. If awarded funding, you will be assigned an agency code.

**241. We are intending to apply for five schools under the NYSED 21st CCLC. Each of these school's programs will look a little different because we are planning to serve elementary, middle, and high schools. Should we submit a separate application for each of the proposed programs or do we submit one application for all five?**

A. Applicants may choose to submit a single combined application as long as the goals and objectives are the same for all grade levels served. If each of the school's programs' goals and objectives will look different, multiple applications would be needed. Agencies applying for multiple grants will be limited to a maximum annual award of \$1,200,000.

**242. There is no place for a signature on the FS-10 Budget document. Does it require a signature?**

A. A signature of the Chief Administrator is required on the Budget Summary Page (last page) of the FS-10.

**243. In the technical assistance webinar, “What’s New in Round 6”, it says that mailed signed originals of the Capacity Determination Form are required. However, the Capacity Determination Form does not appear on the Application Checklist. What is the Capacity Determination Form and where can it be located?**

A. The Capacity Determination Form is not required with this grant application.

**244. Are we correct in assuming that the Participating Schools Form should list any and all feeder schools for an after-school program hosted by a CBO at one public school site?**

A. Yes. All schools with students participating in the grant should be listed on the Participating Schools Form.

**245. Is there a request for/place for a traditional line item "budget narrative?"**

A. No. A separate budget narrative is no longer required. The budget is to be discussed in the Adequacy of Resources section of the program narrative.

**246. On the “Private School Consultation Form,” what does the statement that a private school “declined participation” mean? Does that simply mean they don’t intend to send any students? Or that they didn’t want to be involved with the design and development of the program?**

A. Declination means that the private school does not intend to have their students participate in the program.

**247. What if less than 40% of students in an area private school are eligible for free and reduced lunch – do they still need to be contacted, and do we still need to complete the “Private School Consultation Form”?**

A. Yes. If any private schools are located in the area to be served, the applicant is expected to consult with the private school officials during the design and development of the program on issues such as needs identification, services to be offered, service delivery, program assessment, and scope and size of services to be provided to private school students.

**248. A public school district may have multiple private schools that serve 1 or more students from the district; do all of them need to be contacted (to complete the Private School Consultation Form)? Does the title “private schools” include all parochial schools and private-placement institutions, like detention centers?**

A. Students who attend private schools *in the area to be served* by the proposed program are eligible to participate. If students residing within the district attend private schools *outside the area to be served* by the proposed program, the applicant is not required to contact those schools. Parochial schools are private schools and must be contacted. Private placement institutions such as detention centers are not considered private schools.

**249. If applying for multiple sites in one application, can we propose different program models at each site? For example, can we propose a school-year program at one site and a summer program at another site?**

A. Yes, as long as the goals and objectives of the program models are consistent from site to site.

- 250. The Template for Goals and Objectives includes a box for activities that will be implemented to support program objectives. It asks for a brief description of the activity; however that chart is really not conducive to describing activities in a narrative format. However, I do not see another section of the proposal that specifically asks for these descriptions. Is there one?**

A. No, there is no other section that specifically asks for activity descriptions; however, descriptions may be included in the 35 page narrative.

- 251. Is the Executive Summary included in the 35 page limit for the program narrative section of a proposal?**

A. Yes.

- 252. If two CBOs plan to partner in a proposal, does the district superintendent have to sign their partnership agreement?**

A. Yes. All programs must be implemented through a partnership that includes at least one school and at least one community organization. Two community partners cannot apply without a school partner.

- 253. If private schools are considered eligible applicants, must the Private School Consultation Form be completed for all applications? Specifically, if a school district is applying for 21<sup>st</sup> CCLC funds to implement expanded learning in a priority school, must private schools still be consulted? Would it be necessary to contact all private schools in the city, or can the option, “There are no private schools located in the proposed program area” be checked since it would not be appropriate to have private schools participate in a program specifically designed for expanded learning at that one priority school?**

A. If the lead applicant is a Private or Charter School, the Private School Consultation Form is not required. All other applicants must complete the form. Applicants are not required to tailor their program to the private school’s needs.

- 254. If the weekend schedule offers programming from 9:30 AM to 11:00 AM and from 7:30 PM to 9:00 PM, how should this be reported on the online portal on the Program Site(s) form?**

A. A box has been added to the Program Site Form for “Notes” as a place to describe unique program schedules. Unique scheduling patterns may also be discussed within the 35 page narrative.

- 255. Do we have flexibility with the format of the template to reduce the space it takes up? Specifically, may we: Reduce the following box to one line as below, either in 11 pt as in the template or in 12 point? Are there other potential acceptable alternatives that will allow more space to be allocated to content rather than format?**

A. The Template and charts must be single-spaced, using Times New Roman standard font in 12-point. Because the Template for Goals and Objectives was provided with 0.63 margins in

the RFP application, we will accept these margins for the Template portion of the narrative only.

- 256. Please clarify the difference between Partnership Agreements with partnering agencies and Partnership/Consortium.**  
A. The application must contain signed Partnership Agreements with each partnering agency that describes the partners' significant involvement in planning and program implementation. "Partnership/Consortium" is the language used to refer to these partnerships in the NYSED Consortium Policy for State and Federal Discretionary Grant Programs that 21<sup>st</sup> CCLC grantees must adhere to. The Partnership Agreement(s) should serve as the agreement(s) with the fiscal agent that specifically outline all services each partner agrees to provide. The Consortium Policy is available on page 11 of the RFP.
- 257. Do eligible/participating schools complete a Partnership Agreement Form if they are part of the LEA applying for the grant?**  
A. It is recommended that the Partnership Agreement be signed by each school principal as well as the district superintendent. A partnership signifies meaningful involvement in planning, as well as specific individual or joint responsibilities for program implementation. Schools acting as partners in the proposed program should complete a Partnership Agreement AND should be included on the Participating Schools Form.
- 258. Clarify who will need to complete Vendor Responsibility Questionnaire.**  
A. Prior to an award of \$100,000 or greater, the Vendor Responsibility Questionnaire must be completed by a lead fiscal agent that is a not-for-profit entity, a for-profit entity, a private college or university or a public entity not exempted by the Office of the State Comptroller. School districts, Charter Schools, BOCES, public colleges and universities, public libraries, and the Research Foundation for SUNY and CUNY are some of the exempt entities. For a complete list, see: [http://www.osc.state.ny.us/vendrep/resources\\_docreq\\_agency.htm](http://www.osc.state.ny.us/vendrep/resources_docreq_agency.htm) .
- 259. The due date for the application on the summary of the application states the deadline is Dec 14, 2012. But the Due date for the submission listed in the pdf of the application is Jan 4 2013. Please provide definitive information**  
A. Due to Super Storm Sandy, the deadline for applications has been extended to January 4, 2013.
- 260. May we present the full scope of activities provided by the program (afterschool, in-school, summer bridge, etc.) in our proposal narrative, but focus our budget request on a subset of these activities?**  
A. Yes, as long as the narrative clearly articulates which subset of activities you are requesting funding for, and that subset meets all the requirements of the 21<sup>st</sup> CCLC program.
- 261. Re Partnership Agreements with Schools. (1) In New York City, does the school Principal also have to sign the partnership agreement? (2) If we will be working with schools from more than one NYC CSD (a) Can all the schools in each District be included in the same agreement? Or do we need a separate agreement covering each school to be signed by the Superintendent? And (b) can we have separate agreement forms for each CSD and its schools to facilitate getting signatures?**

A. (1) It is recommended that each school principal sign the partnership agreement. In New York City, all Partnership Agreements must also be signed by the Community School District Superintendent. (2a) Yes, schools may be included in the same agreement. (2b) Yes, but you must scan and upload all the forms to ReviewRoom as single pdf document.

**262. Re: Priority School Certification Form – Appendix 10. – Who, if anyone, has to sign this form? Where would they sign?**

A. The Priority School Certification does not require a signature. The Application Cover Page certification includes an agreement to adhere to the Priority School Certification.

**263. P. 22 of the Funding Opportunity package that we downloaded indicates that the mailed application package needs to include: Application Cover Page; participating schools form; Partnership Agreement (Appendix 1) FS-10 budget; Capacity Determination Form [which the answer to Q. 86 says is not required with this application]; and Payee Id Form. And the RFP states that these forms need an original signature. Questions – There does not appear to be a place to sign on the Composite Budget (Appendix 11); where should that be signed? Question 2 – Before the due date was changed the RFP stated that hard copies of documents requiring original signatures had to be postmarked by (the original due date) December 14<sup>th</sup>. But the log-in page had said that they had to be postmarked by November 30<sup>th</sup>. Please confirm that the postmark date for signed documents and the due date for electronic submission are now both on January 4, 2013.**

A. Q1 – The Composite Budget does not require a signature. Q2 – The postmark for signed documents and the due date for electronic submission are now both on January 4, 2013.

**264. The Program Narrative instructions indicate that there is a 35-page limit (including the “Template for Goals and Objectives Based on 21<sup>st</sup> Century Community Learning Centers Performance Indicators” - Appendix 7) for this part of the application. However, the actual Template is Appendix 8, and the instructions on that form say that “it will count toward the allowed 30 pages”. Question – Please confirm that the Program Narrative can be 35 pages long.**

A. The Program Narrative may be 35 pages long.

**265. On page 15, the application states: “All Partnership Agreements must be signed by the Community School District Superintendent.” Since the District can submit their own proposal as lead agency, it appears that this requirement gives them de facto veto power over all competing respondents. Is this the case?**

A. Partnership Agreements must be signed by the administrator from partnering agencies. For school districts that apply for 21<sup>st</sup> CCLC funds on behalf of one or more schools, the District Superintendent is the administrator. All programs must be implemented through a partnership that includes at least one school and at least one community organization with demonstrated records of success in designing and implementing before school, after school, summer learning, or expanded learning time activities.

- 266. The Application Checklist lists the Assurances section as a required attachment, yet there is not a signature line in the Assurances packet. Are we meant to include a copy with our submission?**  
A. No. The Assurances do not require a signature. The Application Cover Page certification includes an agreement that the applicant will adhere to the Assurances.
- 267. Do applicants need to submit a vendor responsibility form with their application or only if awarded a contract? Also, I cannot find the Capacity Determination Form – it says it is a hard-copy form.**  
A. (1) Applicants do not need to submit the Vendor Responsibility Questionnaire with their application. If the applicant is selected for an award of \$100,000 or more, and is a not-for-profit entity, a for-profit entity, a private college or university or a public entity not exempted by the Office of the State Comptroller, they will need to submit the Vendor Responsibility Questionnaire and receive an affirmative responsibility determination prior to receiving funds. . For a complete list, see:  
[http://www.osc.state.ny.us/vendrep/resources\\_docreq\\_agency.htm](http://www.osc.state.ny.us/vendrep/resources_docreq_agency.htm) .  
(2) The Capacity Determination Form is not required with this application.
- 268. I am applying for a 21st century grant from NYSED. On the cover page required it asks for a NYSED Assigned BEDS or Agency Code. We are a nonprofit and we only have a State vendor # which we applied for. Do we leave the agency code item blank on the cover page??**  
A. Yes. If your agency has not previously had a grant with the New York State Education Department, leave that space blank. If awarded a 21st CCLC grant, the agency will be assigned an Agency Code.
- 269. What constitutes consultation with non-public schools within an LEA’s attendance area?**  
A. Consultation methods available for selection in the online application include “Face-to-face meeting,” “Letter,” “Email,” “Telephone call,” “Fax,” or “Other, please specify.” The LEA’s attendance area includes the geographic area where enrolled students reside.
- 270. Please define “area to be served” on the private school consultation form.**  
A. The area to be served includes the geographic area from which the proposed program will draw participants.
- 271. Is there a separate documentation form for the Focus Schools?**  
A. No.
- 272. I would like to know if charts that demonstrate student assessment results showing the need for program are allowed in the narrative? Are we to type the narrative into the application from the NYSED website or should we type a separate document that includes all the required areas?**  
A. Charts to display numerical data or activity schedules are acceptable. Other types of charts are not allowed. Please create a separate document for your program narrative. You may choose to cut and paste the narrative questions from the application, but it is not required.

- 273. I understand that the 35 page limit includes the template for goals and objectives as well as a reference page, but does it also include additional attachments? For instance, we would like to include our daily schedules and attendance sheets and reference them in the narrative to demonstrate how we will measure objectives. Would these documents be included in the 35 page count?**  
A. Please do not submit supplementary materials, they will not be reviewed. You may choose to include the above-mentioned documents as part of the 35 page narrative.
- 274. The application form allows an applicant to specify multiple sites. Under what circumstances would one agency submit multiple applications?**  
A. An agency might submit multiple applications to work with different schools, districts, or populations, or to offer multiple program models.
- 275. We are one agency interested in having a 21st CCLC at multiple school sites. The two sites have different hours and minor curriculum differences e.g. one offers math and literacy enrichment and does not. Do we need to submit 2 separate applications?**  
A. If the goals and objectives of the proposed program models are not consistent from site to site, more than one application should be submitted.
- 276. What is the maximum number of sites that can be submitted in one application?**  
A. There is no limit to the number of sites to be included in one grant application.
- 277. Can we copy the form that lists the sites so that we can use one application for more than three sites?**  
A. It is not necessary for you to copy the form in order to include more than three sites in a single application. The application must be completed through the ReviewRoom online portal, which allows for entry of multiple sites.
- 278. If a grant writer consultant is retained by the applicant to prepare the application, what should be written under agency?**  
A. If a consultant is retained by the applicant to prepare the application, use the “Agency” field to note the consultant’s employer. If the consultant is self-employed, note “none.”
- 279. If a grant writing consulting company (not an agency) is retained by the applicant to prepare the application, what should be written under agency?**  
A. List the company name in the “Agency” field.
- 280. Can a CBO offer after school programs less than 5 days a week?**  
A. Yes.
- 281. Application Cover Page: what is the NYSED Agency Code? Is it the same as the NYS Vendor code?**  
A. If your agency has not previously had a grant with the New York State Education Department, leave that space blank. If awarded a 21st CCLC grant, the agency will be assigned a 12 digit Agency Code.

- 282. Do the Assurances (pages 60-74 of the application) need to be submitted? Or, is the signing of the Application Cover Page sufficient?**  
A. Signing the Application Cover Page is sufficient. Please do not submit the Assurances in hard copy format.
- 283. Participating Schools Form: if each Partnership Agreement is signed by the Principal and the District Superintendent, is it necessary to have the Participating Schools Form signed by each Principal as well?**  
A. Yes.
- 284. Priority School Certification Form (Appendix 10): Purpose of this form is unclear. Is this to be filled out only if a Priority School is applying as a Lead Applicant?**  
A. No. All applicants must complete the form. Priority schools participating in the grant that are using 21<sup>st</sup> CCLC funds to meet the expanded learning requirement of 200 additional student contact hours, must abide by the requirements listed on the form. Those applicants who are not partnering with Priority schools must note so on the form. The certification on the Application Cover Page includes an agreement to abide by the Priority School Certification, if applicable.
- 285. May an organizational chart be included in the Program Narrative?**  
A. No. These types of charts are not allowed. Charts cannot be used for narrative purposes. Charts to display numerical data or activity schedules are acceptable within the program narrative.
- 286. Are photos permitted to be used within the Program Narrative?**  
A. Yes. They must be included in the 35 page narrative, not in addition to it.
- 287. I had a question about the Participating Schools Form... when you ask the number of children served by the proposal, are you asking for the number of children served per year or over the entire 5 years?**  
A. The number of children served on the Participating Schools form should be the number served per year.
- 288. Should the participating schools be listed under the partnering agencies as well as the participating schools sections of the application?**  
A. Yes.
- 289. To confirm, the signatures pages now need to be postmarked by January 4?**  
A. Correct. The mailed application packet must be postmarked by January 4, 2013 or earlier.
- 290. Is it acceptable to make the Partnership Agreements between the school district and its partner agencies rather than individual schools and the partner agencies?**  
A. It is advisable to include both district and school-level responsibilities within the Agreement. Because school level responsibilities are included in the agreement, each school principal should sign the partnership agreement as well as the superintendent.

- 291. Does each school need its own separate Partnership Agreement with a community based organization (CBO)? Or can multiple schools and districts and be covered under the same Partnership Agreement with a CBO?**  
A. A single Partnership Agreement outlining each partner's role and responsibilities and signed by a representative of each partner is permissible.
- 292. In order to suit the needs of proposed 21<sup>st</sup> CCLC programs, are applicants allowed to modify the existing "specific responsibility" clauses on the Partnership Agreement template (Appendix 1)? Or should we leave these clauses as is?**  
A. The Sample Partnership Agreement template lists specific responsibilities that must be included in the Agreement. Add additional clauses as necessary to customize and align the agreement with your proposed program.
- 293. If applying as a consortium (as described on pages 11-12 of the RFP), do applicants need to provide any additional agreements (beyond the Partnership Agreements) that describe/define their consortium?**  
A. No. The Partnership Agreement(s) should serve as the agreement(s) with the fiscal agent that specifically outlines all services each partner agrees to provide.
- 294. Are we required only to have our own and the schools agreement? Or is an additional entity, the school district, required to sign off on the application?**  
A. You must have the approval of the Chief School/Administrative Officer. Partnership Agreements must also be signed by the District Superintendent, or in New York City, the Community School District Superintendent.
- 295. Do we have to submit one application each per charter school because each would be a local education agency.**  
A. No. Multiple LEAs may apply in partnership, with one serving as the lead fiscal agent.
- 296. Could we include a mix of charter and public school on the same application?**  
A. Yes
- 297. Do all of the schools included on each application have to be in the same district? If so is there a limit on the number of applications that we can put in?**  
A. No, all of the schools included in the application do not need to be in the same district. There is no limit to the number of applications that may be submitted; however, agencies applying for multiple grants will be limited to a maximum annual award of \$1,200,000.
- 298. The Appendix 8 Template for Goals and Objectives is formatted on a page with left and right margins of 0.63, and when it is copied and pasted into the narrative with 1 inch margins, it will hang over into the right margin. Will you accept it that way or do applicants have to narrow the table to fit?**  
A. Yes, we will accept the Template for Goals and Objectives with the .63 margin.

- 299. If an organization is offering the same academic enrichment programming at more than one school, can they still submit separate applications for each school, or is it preferable that the organization submit only one application for their programming, including all schools?**  
A. Applicants may choose to submit a single application for more than one school, or multiple applications if the target population, goals and objectives, and site locations are different. Agencies applying for multiple grants will be limited to a maximum annual award of \$1,200,000.
- 300. Is there a cap on the number of schools that a school district can include in their application for funding?**  
A. No.
- 301. Do any agreements need to be submitted with the RFP application or later after award approval?**  
A. Yes. Refer to page one of the application for a list of required documents to be submitted. If selected for an award, additional documentation may be required before distribution of funds, and may be required during program monitoring. See RFP and application for details.
- 302. Can we copy and use forms that we may need additional copies of?**  
A. Yes.
- 303. The Application Checklist is a required form with a signature. However it is not included in the “to be mailed list” nor is it included in the myreviewroom.com online application. Where do we upload the form and please confirm that we are required to mail it in.**  
A. The Application Checklist is now included in the ReviewRoom online application, and must be signed and uploaded. The Checklist is not part of the mailed application packet.
- 304. Please define “area to be served” on the private school consultation form.**  
A. The area to be served includes the geographic area from which the proposed program will draw participants.
- 305. On page 18 of the RFP it says that the District Superintendent needs to sign off on the partnership agreement between the school and the Community organization, Does this pertain to private schools too? Or only for public schools?**  
A. Private schools do not need the District Superintendent's signature.
- 306. What is the correct email address for ReviewRoom, in case we need technical assistance with our online application?**  
A. support@myreviewroom.com
- 307. I am unable to see budget related tasks and the Private School Consultation Form in ReviewRoom. How do I access these tasks?**  
A. You must complete the Program Summary Form in order to access these tasks.

**OTHER:**

**308. Can the independent evaluator be identified within the proposal, or is a procurement process required?**

A. The evaluator can be identified in the proposal, as long as it is allowable under the lead applicant's hiring/procurement processes.

**309. Where in the application should the GEPA provisions be addressed?**

A. Within the 35 page narrative.

**310. Will the executive summary be used / shared outside of the proposal process?**

A. The executive summary may be used / shared outside of the proposal process.

**311. Can you explain why you are asking to identify the grant writer on the application cover page?**

A. Due to possible conflicts of interest when the evaluator receives financial gains if awarded the grant, the RFP states that the evaluator may not serve as the primary grant writer for this application. The application process and program design should be a collaborative effort which reflects all of the partner's input, and is not written primarily by the intended program evaluator.

**312. Why would the grant writer be barred from the program evaluation? Wouldn't their extensive knowledge of the needs of the schools and their development of the design of the evaluation make the grant writer even more effective as the project evaluator? This grant writer has a Ph.D. in Evaluation from Columbia University.**

A. The grant writer is not barred from the program evaluation. Due to possible conflicts of interest when the evaluator receives financial gains if awarded the grant, the RFP states that the evaluator may not serve as the primary grant writer for this application. The application process and program design should be a collaborative effort which reflects all of the partner's input, and is not written primarily by the intended program evaluator.

**313. How does NYSED define the priority needs and goals? Are they the needs established by the Superintendent's Office?**

A. The application process and program design should be a collaborative effort which reflects all of the partner's input in determining the needs of the target population, and the goals and objectives for the proposed program.

**314. Would scheduling field trips when school is not in session count as operating outside of regular school hours?**

A. Yes.

**315. Why is the list of NYS Office of Children and Family Services Regional Offices (page 30 of the RFP) included? Does a program only need to contact (and be registered with) the NYS Office of Children and Family Services if it does not meet all of the three criteria listed under Title IV, Part B, 8 of the "General Education Provisions Act," on page 68**

A. The list of NYS Office of Children and Family Services Regional Offices is included in the RFP as a reference for those applicants who may need to apply for a School Age Child Care license, if funded.

- 316. On page 13 of the RFP, it states that the required contracted independent evaluator may not be the primary grant writer of this proposal. If a grant writer from BOCES writes a proposal, can another staff person at the same BOCES (from a separate service/department as the grant writer) serve as the contracted independent evaluator?**  
A. Yes. Organizations, such as a BOCES, may consist of different departments that provide a host of services. The individual who acts as the grant writer should not be the program evaluator.
- 317. Page 67 of the application (“General Education Provisions Act Assurances”) states that before an application is submitted the applicant “afforded a reasonable opportunity for public comment on the application and considered such comment.” What do you require, to meet this requirement? Do we need to release the entire application to the public? Or is a summary enough?**  
A. The method for soliciting public comment in regard to the 21<sup>st</sup> CCLC proposal must be determined by the partners involved in the consortium.
- 318. Page 68 of the application (“General Education Provisions Act Assurances”) states that “the community was given notice of the intent to submit an application.” Is a note on a school district website sufficient to meet this requirement? Or mention at a Board of Education meeting?**  
A. The method for soliciting public comment in regard to the 21<sup>st</sup> CCLC proposal must be determined by the partners involved in the consortium.
- 319. Will an application be rated higher if it serves an entire district, vs. just serving one school?**  
A. Each accepted application and budget will be reviewed and rated by two reviewers according to the points indicated in the Scoring Evaluation Rubric. Applications are scored based on the quality of the application as a whole, not only on number of schools served.
- 320. There appears to be an inconsistency between the language of the RFP and the language of the PowerPoint presentation for the 21<sup>st</sup> CCLC webinar. According to the RFP, applicants selected for funding who are subject to SACC regulations must submit a copy of their SACC license before the full 21<sup>st</sup> CCLC program can begin operation. However, the Webinar appears to state that an applicant that is subject to SACC regulations must submit their SACC license upon grant notification. The latter would appear to require 21<sup>st</sup> CCLC applicants to apply for SACC licensure BEFORE grant notification. Please resolve this inconsistency. Does the RFP require applicants to apply for SACC licensure BEFORE notification of grant award or, alternatively, is it permissible to apply for a SACC license UPON receipt of grant award?**

A. While it is permissible to apply for a SACC license upon receipt of grant award, applicants selected for funding who are subject to SACC regulations must submit a copy of their SACC license before the full 21<sup>st</sup> CCLC program can begin operation. The licensing process takes months, so it is therefore advisable to begin the paperwork prior to receiving an award in order to offer the full scope of the 21<sup>st</sup> CCLC program to participants as soon as possible.

**321. If an applicant is awarded 21<sup>st</sup> CCLC funding and applies for a SACC license, will NYSED permit the applicant to begin program operations as a single service while the SACC application is still pending, as permitted by NYS DOH, or will NYSED require the applicant to wait for SACC licensure before beginning ANY program operations?**

A. NYSED will permit awardees to begin program operations as a single service while the SACC application is still pending. Programs must communicate with NYSED regarding which strand of programming they will offer prior to being fully licensed.

**322. If the applicant is an LEA, does the LEA have to complete the SACC registration process?**

A. If the LEA is fully responsible for the program held at a school that serves seven or more children under the age of 13, and the LEA hires and pays program staff, a SACC license is not required. If the LEA subcontracts with a CBO partner to run the program in the school and the CBO is responsible for overseeing the program, and hiring and paying staff, then a SACC license is required.

**323. Can you provide examples of expanded learning time within the school day?**

A. Expanded learning time within the school day could include, but is by no means limited to: academic support, counseling, or enrichment opportunities made available during lunch periods or study halls, or infusion of community resources in the classroom to allow experiential applications of curriculum, such as experiences led by museum or environmental educators. Additional resources for expanded learning are available in the Resource page of the ReviewRoom online application.

**324. Can students earn credit during ELT activities?**

A. Yes, dependent on approval from the local school district. 21<sup>st</sup> CCLC funds must be used to supplement, not supplant regular school day staffing and/or activities.

**325. We have seen periodic references in the RFP and other 21<sup>st</sup> CCLC literature to the “location” of the Learning Centers. Is it a requirement for the grant that we create a physical center, or can our non-profit organization act as the “center” that is coordinating the delivery of programs and services in the schools that we serve, with students receiving those services at their schools and at sites provided by our community-based partners?**

A. Community based partners may provide the delivery of programs and services in the schools that they serve, with students receiving those services at their schools and/or at sites provided by the community-based partners.

- 326. Number 7 (Organizational Leadership and Quality of the Management Plan) in the Program Narrative instructions recommends that the program should have a full-time Program Director. The 21<sup>st</sup> CCLC also encourages the use of blended funding from different levels of government. Therefore, our question is – can a f/t 21<sup>st</sup> CCLC Director also oversee similar after school programs at the same school?**  
A. Although not recommended, it is allowable for the Program Director to oversee other after school programs, as long as his/her salary is properly allocated among the funding streams.
- 327. Evaluator – If one department in a college or university is the program evaluator, can another department provide free tutoring assistance? If yes, can/should that service be assessed during the evaluation process?**  
A. While a college or university may consist of different departments that provide a host of services, the individual who acts as the 21<sup>st</sup> CCLC evaluator should not offer additional services to the program, such as providing tutoring services. Yes, that service should be objectively assessed during the evaluation process.
- 328. Where can we obtain a copy of the current APR?**  
A. Go to <http://ppics.learningpt.org/ppics/public.asp> and search by Grantee.
- 329. How would a school be scored if we are serving grades K through 8?**  
A. All proposals are scored using the scoring rubric provided in the RFP application, and may also be eligible to receive priority points if they meet the requirements as stated in the RFP.
- 330. Since Hurricane Sandy, our agency has been unable to access files, emails, or internet. I am assuming that there are many other NYC based agencies that have been similarly affected. Will you consider additionally postponing the application deadline beyond January 4th?**  
A. The deadline for all applications is January 4, 2013.
- 331. Can an organization use the same firm to provide both grant writing and evaluation services for the 21<sup>st</sup> Century Community Learning Center Program as long as lead grant writer is not the lead program evaluator?**  
A. An organization may consist of different departments that provide a host of services. Within that organization, the individual who acts as the 21<sup>st</sup> CCLC program evaluator may not be the primary grant writer.
- 332. Are we barred from using our lead grant writer if they have a financial relationship with the firm that we are using for our 21<sup>st</sup> CCLC program evaluations?**  
A. No. Due to possible conflicts of interest when the evaluator receives financial gains if awarded the grant, the RFP states that the program evaluator may not serve as the primary grant writer for this application.
- 333. If a private school is interested in participating in an LEA’s proposed program, does the applicant have to provide transportation for non-public school students to attend programming?**

A. No.

**334. When will award notifications be posted?**

A. Grant award notifications will be posted once the scoring of applications is complete and all necessary approvals are in place.

**335. Do you have to use an independent evaluator for all reporting?**

A. No.

**336. In reviewing the RFP for the 21<sup>st</sup> Century Community Learning Grant, I see on page 6 (see section under School-Age Child Care Registration) that applicants are to register for SACC if serving children under age 13 OR serving a mix of children under and over 13. For clarification, if an applicant plans to serve youth age 13 and over only, do they have to obtain the SACC registration?**

A. No.

**337. Could you define Extended Learning Opportunity? Are these only programs that take place outside of school time (afterschool, summer, etc...) or would classroom experiences provided by an outside provider (within regular school hours) be considered an ELO?**

A. Please refer to the Resource page of the ReviewRoom online application for information about extended learning opportunities.

**338. For grant approval how long is the decision process?**

A. Grant award notifications will be posted once the scoring of applications is complete and all necessary approvals are in place.

**339. Regarding FAQ #73: What does “ELT”, as in “Non-ELT services” stand for?**

A. Extended Learning Time.

**340. How extensive is it to get the SACC?**

A. The application process may take months. Applicants are urged to contact the OCFS Bureau of Early Childhood Services (BECS) regional office (Appendix 5) for SACC registration information and to consult with their local childcare resource and referral agency.

**341. Please define “learning time” in relation to an off-site CBO?**

A. Please refer to the Resource page of the ReviewRoom online application for information about expanded learning time.

**342. What are the expectations regarding the sustainability plan? What are acceptable resources?**

A. All applicants must provide a description of a preliminary sustainability plan for how the 21st CCLC will continue after 21st Century funding ends. For more information on how to build a sustainable program, go to [www.financeproject.org](http://www.financeproject.org).

**343. What are considered “extended learning opportunities”?**

A. Please refer to the Resource page of the ReviewRoom online application for information about extended learning time.