

Title IV – Student Support and Academic Enrichment (SSAE) Grant Program

FAQs

NOTE TO APPLICANTS: *Eligible Districts or Eligible Charter Schools can apply individually OR as a part of a consortium, but not both. Consortium members must be the same amongst all Content Areas for which the consortium is applying.*

1. I'm reviewing the eligibility list for RFP#GC18-012 and see that the list of eligible schools for NYCDOE is grouped into the counties. There are multiple districts within each county. Can the grant be written for one specific district in each county?

No, the grant cannot be written for one specific district within each county. The New York City Department of Education may submit only one application per content area. Individual component districts of the New York City Department of Education may not apply separately.

2. I wanted to inquire about the eligibility to submit the application for the 2018-2019 Student Support and Academic Enrichment Grant. Can an individual public school apply or the application must come from the district?

No, an individual public school may not apply. Only individual public school districts or public charter schools are eligible to apply for the 2018-2019 Student Support and Academic Enrichment Grant.

3. A1 of the rubric asks for the applicant to include qualitative and quantitative information providing an overview of the district. If the applicant is a charter school and is not part of a district, should this information be replaced with information about the charter school, rather than about the district under which it resides?

Yes, a public charter school must provide information about its school rather than information about the district in which it resides.

4. Is attachment 5a required if a single charter school is applying for the grant? It appears that this form is not applicable.

No, Attachment 5a: Non-Public School List and Budget is not required for charter schools applying for the SSAE Grant.

5. Attachment 4 asks for district information. If the applicant is a charter school, should the charter school information be included in this form instead?

Yes, Attachment 4: Participating District Information and Initial Needs Assessment Form should be completed as part of the application package and include information about the charter school.

6. I note that eligible applicants are school districts and individual charter schools. Is it possible for individual public schools that fall within an eligible district to apply for the grant?

See the response to question #2 above.

7. Can funds be utilized for professional staff?

Yes, funds can be utilized for professional staff if it is supported by the comprehensive needs assessment and the expense is necessary and reasonable for the implementation of the grant program.

8. Can you please provide additional information on what the following entails:

- Description of Program -

x. School readiness and academic success

xvi. Building school and community relationships, including planning and capacity building relative to school climate surveys.

Increasing the capacity of LEAs to provide services related to planning and capacity building for the implementation of school readiness and academic success can entail, but may not be limited to, the provision of professional development opportunities designed to:

- *enhance the LEA's ability to increase the number of students who enter with the physical, cognitive, language, literacy, social, and emotional skills and abilities necessary for success;*
- *increase the LEA's readiness to support children's success;*
- *enable increased provision of family and community supports and services designed to support children's readiness for success in school;*
or
- *LEA planning to provide such opportunities, or implement such programs, services and strategies.*

9. Are there restrictions on what technology, and software, can be purchased?

Costs must be necessary and reasonable as they relate to the program. Applicants may not exceed 25% for technology infrastructure related expenses.

10. The RFP calls for a comprehensive needs assessment, however, it doesn't provide information on what constitutes a comprehensive needs assessment or resources to reference to conduct the needs assessment. Can you provide more information?

Conducting a needs assessment is an important and required aspect of the SSAE program. The needs assessment must be comprehensive and examine areas for improvement related to students' access to well-rounded educational opportunities, learning conditions that cultivate a safe and healthy environment for students, and effective use of technology.

Embarking on the local needs assessment, LEAs must engage in timely and meaningful consultation with a broad range of stakeholders (ESEA section 4106(c)) and should examine relevant data to understand students' and schools' most pressing needs, including the potential root causes of such needs. In addition, if the LEA has recently conducted a needs assessment that corresponds to the SSAE sections, the LEA may want to consider how best to incorporate the information for the completed needs assessment into the comprehensive needs assessment for the SSAE program.

Questions to consider when conducting the comprehensive needs assessment:

- *Which stakeholders can help identify local needs and/or root causes? How can they be engaged early and in a meaningful way throughout the process?*
- *What data are needed to best understand local needs?*
- *Do our current systems fully capture the needs of our hardest to serve students – including those who might experience adversity that might not come-up in a survey or other data tools (e.g. trauma experienced by a recent influx of refugee students)?*
- *Are there inequities inherent in the system that is driving some of the local needs?*
- *How should the identified needs be prioritized when several significant needs are identified?*

The comprehensive needs assessment must examine the applicants needs for improvement of (i) access to, an opportunities for, a well-rounded education for all students; (ii) school conditions for student learning to create a healthy and safe school environment; and/or (iii) access to personalized learning for the effective use of data and technology. The needs assessment must ensure the chosen program and activities are aligned with local needs and should be as comprehensive and reasonable as the timeframe permits.

11. In the *Assurances for Federal Discretionary Program Funds* section of the Title IV Student Support and Academic Enrichment Grant application, it states that the LEA must assure that it will prioritize the distribution of funds to schools with the highest number of low income families. Does this mean that the LEA must follow the same guidelines that are associated with its Title I spending?

No, the LEA does not have to follow the same guidelines that are associated with its Title I spending. LEAs or a consortium of LEAs may apply for SSAE program funds and must prioritize the distribution of funds to schools based on one or more of several factors, including schools that are (i) are among those with the greatest needs, as determined by the LEA, (ii) have the highest numbers of students from low-income families, (iii) are identified for comprehensive support and improvement under Title I, Part A of the ESEA; (iv) are implementing targeted support and improvement plans under Title I, Part A of the ESEA; or (v) are identified as a persistently dangerous public school under section 8532 of the ESEA. (ESEA section 4106(e)(2)).

12. Is there a requirement for the LEA to consult with a neighboring Indian tribe or tribal organization in order to make application to this grant opportunity?

No, it is not required for the LEA to consult with a neighboring Indian tribe or tribal organization in order to make application to this grant opportunity unless the Indian tribe or tribal organization is located within the district's geographic boundaries. It is required that the LEA demonstrate evidence of appropriate stakeholder involvement.

13. Could you explain more about objectives that may be achieved after the end of the contractual period?

The applicant must include additional goals and measurable outcomes that extend beyond the grant period to support sustainability of the proposed activities identified within the grant application.

Would reports be required for those achievements?

No, reports are not required for those achievements.

14. If objectives may be planned to be achieved after the end of funding, can unspent funds be used after the end of the contractual period?

No, funds cannot be used after the end of the contract period.

15. Is carryover of funding allowed past the end of the contractual period?

No, carryover funding is not allowed past the end of the contract period.

16. How extensive a needs assessment are you expecting? For example, would a thorough review of an eligible public-school district and one school report card be sufficient to uncover achievement gaps, and thus make a case for increased focus on mathematics for students with disabilities, or are you interested in a far more extensive needs assessment, perhaps including surveys of parents, students, and staff, on this topic?

Conducting a needs assessment is an important and required aspect of the SSAE program. The needs assessment must be comprehensive and examine areas for improvement related to students' access to well-rounded educational opportunities, learning conditions that cultivate a safe and healthy environment for students, and effective use of technology.

Embarking on the local needs assessment, LEAs must engage in timely and meaningful consultation with a broad range of stakeholders (ESEA section 4106(c)) and should examine relevant data to understand students' and schools' most pressing needs, including the potential root causes of such needs. In addition, if the LEA has recently conducted a needs assessment that corresponds to the SSAE sections, the LEA may want to consider how best to incorporate the information for the completed needs assessment into the comprehensive needs assessment for the SSAE program.

Questions to consider when conducting the comprehensive needs assessment:

- *Which stakeholders can help identify local needs and/or root causes? How can they be engaged early and in a meaningful way throughout the process?*
- *What data are needed to best understand local needs?*
- *Do our current systems fully capture the needs of our hardest to serve students – including those who might experience adversity that might not come-up in a survey or other data tools (e.g. trauma experienced by a recent influx of refugee students)?*
- *Are there inequities inherent in the system that is driving some of the local needs?*
- *How should the identified needs be prioritized when several significant needs are identified?*

The comprehensive needs assessment must examine the applicants needs for improvement of (i) access to, an opportunities for, a well-rounded education for all students; (ii) school conditions for student learning to create a healthy and safe school environment; and/or (iii) access to personalized learning for the effective use of data and technology. The needs assessment must ensure the chosen program and activities are aligned with local needs and should be as comprehensive and reasonable as the timeframe permits.

17. Is it possible an applicant could conduct a preliminary needs assessment of more limited scope, and then use funds to expand the needs assessment on key issues uncovered during the beginning of the funded project?

No, funds cannot be used to expand on the initial needs assessment. Results from the needs assessment must be analyzed and used in the development of the project. This analysis must be included with the application.

18. Must an applicant also complete a needs assessment in the areas for which they are not submitting a proposal?

An LEA is only required to conduct and submit a comprehensive needs assessment for the content areas in which the LEA is applying.

19. May an applicant, say an eligible public-school district, focus on a subset of students, such as high school students, and still apply for the full amount for which their district is eligible, or do they have to apply for the amount equal to the number of students in the subset * up to \$250?

An applicant may apply for the cumulative maximum award amount identified in the funding table based on the districts total K-12 student enrollment. For

example, if District A has a total K-12 student enrollment of 3,567 students the district can apply for a maximum award of \$1,000,000.

20. If you are authorized as a “Single Education Corporation” and charter school network (not CMO model) consisting of (3) schools, can the three schools apply as a consortium with one of the schools acting as the lead applicant for the other two schools in the network?

Yes, the one charter school may serve as the lead applicant in the consortium.

21. Under additional requirements “All applicants must comply with Title VIII, Sec. 8501-8504 regarding equitable participation of private school children and teachers”, what does this mean? As a consortium of network charter schools would each charter school be required to partner with a non-public school in their respective district similar to other LEA’s and have their students and teachers participate in the project? If answer is yes, and we don’t identify any non-public schools that would like to participate will we not be eligible to apply for funding?

No, public charter schools are not required to partner with a non-public school.

22. How many non-public schools would need to be approached per school in a consortium for attachment 5a. Non-public school List and Budget Form, if we are required to have a non-public school participate and/or show that no non-public schools want to participate?

*As indicated in attachment 5a, each District must engage in timely and meaningful consultation with representatives from **all** non-public schools located within the district’s geographic catchment area.*

23. Are project activities under the grant for in-school and/ or after-school? Are funds restricted for new activities or can they be used to enhance or expand current programs/activities?

Project activities can be used for both in-school and/or after-school activities as supported by the results of the comprehensive needs assessment. The use of funds must be necessary and reasonable for effective implementation of the program. Funds may enhance or expand current activities, but may not supplant current funding sources.

24. Is the applicant required to have as a minimum of its total funds allocated for M/WBE participation? Can it be a lower percentage amount?

The M/WBE participation goal for this grant is 30% of each applicant's total discretionary non-personal service budget each year of the grant. A lower percentage of participation is only acceptable if full participation is not possible and the applicant documents good faith efforts to achieve full participation. Please review the Minority and Women-Owned Business Enterprise (M/WBE) Participation Goals section of the RFP for additional guidance.

25. If No participation and Request for Complete Waiver under good faith efforts is documented, how many copies of solicitations of certified minority- and women-owned business enterprises and responses are required at a minimum?

There is not a required minimum, as each waiver is reviewed on a case by case basis. Applicants must make every attempt to solicit M/WBE firms to meet participation goals. If efforts are unsuccessful and attempts to secure an M/WBE firm for all discretionary areas of the budget have been exhausted, then the applicant may apply for a Partial or Full Request for Waiver. This request MUST be accompanied by documentation demonstrating the efforts made and reasons why the applicant was unsuccessful in obtaining M/WBE utilization.

Should an applicant apply for a Full or Partial Waiver, these requests entail an additional review process and there is no timeline for the completion of this review. Please note funding will not be released until a program's M/WBE plan has been approved.

26. As a consortium of charter schools does each individual school need to have a minimum number of students enrolled since the minimum grant request is \$100k or up to \$250 per student enrolled which would be 400 students-- total for the consortium or per school?

The student enrollment for the consortium is the combined total of all consortium members. The consortium is eligible for the cumulative maximum award amounts defined in the funding table. For example, if charter school A has a total K-12 enrollment of 75 students, charter school B 100 students and charter school C 100 students, the consortium total would be 275

students making the consortium eligible for a maximum award amount of \$250,000. There is no minimum number of students required in the application, but consortium cannot apply for less than \$100,000.

27. What would be examples of evidence of stakeholder involvement?

Examples of evidence of stakeholder involvement include but are not limited to: stakeholder meeting dates, meeting minutes, a list of attendees and supporting titles, and a description of consultation activities.

28. If the applicant is applying for funding for activities under one content area, does the required needs assessment need to cover all three content areas?

No, an LEA is only required to conduct a comprehensive needs assessment for the content areas in which the LEA is applying.

29. Can the lead applicant contract services provided by a CBO for all charter schools in a consortium including the lead applicant? Does each school in the consortium need to provide services for the other schools participating? Or can the lead applicant contract or provide those services for each member school?

Yes, the lead applicant may contract services on behalf of all consortium members and may provide direct services to all consortium members. It is not required that each consortium member provide services to the other consortium members.

30. The link for BEDS data in the application is for 2016-17. Can we use BEDS data for 2017-18 from the state database?

No, applicants must use BEDS data from the 2016-17 school year.

31. Will applicants be able to send in questions after January 9, 2018, especially if specific to their school(s) or district?

No, questions must be received by January 9, 2018.

32. The application states that a summary of the comprehensive needs assessment should be included within the proposal narrative. However,

funds to complete the needs assessment are to be included in the budget which will not begin until July 2018. How will we describe the results of a needs assessment that wouldn't be completed (or even begun) by the proposal submittal date?

Funds to complete the needs assessment cannot be included in the budget because that activity will be completed prior to the submission of the application. The results from the needs assessment are used to drive the justification behind the application and all associated expenditures.

33. What year of enrollment is to be used for the application purposes. The links bring me to old report card data (2015-2016 school year). Should that be used, should the BEDS DAY 2016-2017 enrollment be used, or should current 2017-2018 school year enrollment be used?

Applicants must use BEDS data from the 2016-17 school year when completing the application.

34. Can you give more information about the competitiveness of the grant? For example, if the Big Five request the full amount they are eligible for (\$8 million each), that would total \$40 million, much more than the \$28.5 million that is available for this award. In other words, the total amount of grant funding could be awarded to the Big Five school districts.

Each applicant may apply for a grant award in each content area with a minimum amount of \$100,000 to a cumulative maximum amount of \$8,000,000 as indicated in the project funding table found in the Project Funding section of the RFP. Awards will be scored and ranked. Applicants receiving the highest scores in each content area will be funded until there are insufficient funds to award the next ranked applicant in full.

35. Can we use recently administered data and needs assessments or must assessments be done specifically for this grant application? Do the Diagnostic Tool for School and District Effectiveness (DTDSE) and other assessments meet grant requirements?

If the LEA has recently conducted a needs assessment that corresponds to the SSAE sections, the LEA may want to consider how best to incorporate the information for the completed needs assessment into the comprehensive needs assessment for the SSAE program. A recent DTSDE review can be used as part of the comprehensive needs assessment if it addressed the details identified above.

36. On Attachment 4, is need assessment component on this form (lower left column) from the list of approved activities for each focus area on pages 6 and 7 of the application (under the header: Description of Program)?

The Needs Assessment Component column should clearly articulate the gaps that will be addressed as part of the application. The Supporting Data from Initial Needs Assessment column should identify the data sources that were used to identify the gap and results of those data sources. As indicated in the directions on attachment 4, it is up to the applicant to determine which elements they would like to focus the SSAE program on.

37. The RFP lists some possible approved activities. Would an approved activity for this proposal be a summer program, camp, or after school opportunity that occurs within a finite period of time (i.e. 6 weeks) instead of throughout the entire grant period?

A summer program, camp, or after school opportunity that occurs within a finite period of time may be an acceptable activity if it is supported by the results of the comprehensive needs assessment and must be sustainable after the end of the grant award.

38. Can we submit materials on a thumb drive rather than a CD? (Our computers don't have CD burners.)

NYSED's preference is for materials to be submitted on a CD. If submission on a CD is not feasible, a thumb drive will be accepted.

39. Just double-checking that public school districts do not need to be registered in Grants Gateway to apply for this grant. Is that correct?

Public school districts are not required to register or prequalify through Grants Gateway. Charter schools must be both registered and prequalified by the application deadline.

40. Regarding the five bonus points for 60% free/reduced lunch rate: can that be for one district within a consortium or would that be all districts? Or an average?

60% or greater free/reduced lunch rate would be the non-weighted average of all districts applying within the consortium.

41. Can other activities be proposed for this initiative or just the ones listed in the RFP?

The application must focus on the activities listed in the RFP.

42. A statement in the RFP under Program (page 11) design reads, “An LEA that requests at least \$30,000 in SSAE program funds is required to conduct a comprehensive needs assessment.” Is this also a requirement if a consortium of districts is requesting at least \$30,000 in funding?

The minimum award amount is \$100,000 therefore all applicants need to conduct a comprehensive needs assessment.

43. We see that stakeholders on the program advisory committee must include Indian tribes or tribal organizations. What if there are no such entities in our district?

No, it is not required for the LEA to consult with a neighboring Indian tribe or tribal organization in order to make application to this grant opportunity if there are no such entities located within the district boundaries.

44. The RFP states that all applicants must comply with Title VIII, Sec. 8501-8504 regarding equitable participation of private school children and teachers. Can you provide a link to information on this requirement? A search of the SED website using the title and section numbers only lists the RFP itself.

As indicated in attachment 5a, each District must engage in timely and meaningful consultation with representatives from all non-public schools located within the district’s geographic catchment area. The [2016-17 excel file](#) posted on the Information and Reporting Services website should be referenced to ensure complete consultation with all non-public schools located within the district.

45. If a district has done a needs assessment previously that pertains to the program requirements under this RFP, would it be required to do another/new assessment or assessments specifically for this RFP?

If the applicant has recently conducted a needs assessment that corresponds to the SSAE sections, the LEA may want to consider how best to incorporate the information for the completed needs assessment into the comprehensive needs assessment for the SSAE program.

46. On page 6 of the RFP (at the end of “Support the effective use of technology”), there’s a paragraph in bold text (“Allowable uses of funds include, but are not limited to....”) – does this refer specifically to proposed programs that are focused on the “technology” content area or does this refer to any proposed activities (including the first and second content areas)?

This refers to any proposed activities. The sentence should read “Allowable uses of funds under each of the three content areas may include, but are not limited to: direct services for students, professional development for teachers and administrators, salaries of personnel to carry out identified programs and services, and supplemental educational resources and equipment.”

47. In figuring the maximum award amount an applicant could apply for, the text on page 7 of the RFP indicates that the maximum amount is \$250 per student, but then the chart has maximum amounts, as well. If a district has 3,656 students, would the maximum award be \$914,000 (\$250/student x 3,656 students) or would the maximum award be \$1 million, as indicated in the chart?

For the example identified within the question, the maximum award amount would be \$1,000,000. Refer to the funding table located within the RFP for specific funding bands.

48. The application checklist doesn’t include attachments. Are any of the attachments (other than Attachment 1 or 1a) included in the RFP required? If so, which ones are required and where would you like them included in the application package?

Applicants will include all applicable attachments as part of the application.

| <i>Attachment Number</i> | <i>Requirement for Submission</i> |
|--------------------------|---|
| <i>Attachment 1</i> | <i>YES - for individual applicants only</i> |
| <i>Attachment 1A</i> | <i>YES - for consortium applicants only</i> |
| <i>Attachment 2</i> | <i>YES - for consortium only</i> |
| <i>Attachment 3</i> | <i>YES for all applicants</i> |
| <i>Attachment 4</i> | <i>Optional</i> |

| | |
|----------------------|--|
| <i>Attachment 5</i> | <i>YES - for all applicants</i> |
| <i>Attachment 5a</i> | <i>YES - for all public school districts</i> |
| <i>Attachment 6</i> | <i>Optional</i> |

49. On Attachment 5a, what is the purpose of the “Equitable Participation Amount?” Is this an allocation that should go to charter school partners who are part of a consortium? Or allocated to charter schools that are within a public school’s geographic boundaries?

Equitable participation does not apply to charter schools.

50. Does Attachment 5a have to be completed and submitted as part of the application package if the proposed project only involves a public school district or consortium of public school districts?

5a must be completed by all public school districts and consortiums containing public school districts.

51. In Attachment 5a, what do you mean by “Title IV, Part A equitable participation funding for the 2018-2019 school year?”

As indicated in attachment 5a, each District must engage in timely and meaningful consultation with representatives from all non-public schools located within the district’s geographic catchment area. The [2016-17 excel file](#) posted on the Information and Reporting Services website should be referenced to ensure complete consultation with all non-public schools located within the district.

52. In Attachment 5a, what do you mean by administrative costs? Whose administrative costs? Are these administrative costs in each participating school’s overall school budget? Administrative costs for the grant? If it’s administrative costs for the grant program, what expenses fall under this category?

These are the public school districts administrative costs associated with the implementation of the program at the non-public schools choosing to participate.

53. For hand-deliveries of application materials, can you provide the name and phone number of the contact person we need to request upon entering the building (the guard at the desk requires this information).

For hand deliveries of application materials, applicants should request Robin Clow or Annette Davidson from the Office of Education Policy Program Office.

54. Can a district apply individually for one tenet and in a consortium for another tenet?

No, a district may not apply individually for one tenet and in a consortium for another tenet. Eligible Districts or Eligible Charter Schools can apply individually OR as a part of a consortium, but not both. Consortium members must be the same amongst all content areas for which the consortium is applying.

55. Under Safe and Healthy students list of approved activities, there is no mention of physical health (obesity/nutrition) – are these allowable activities?

As indicated within the RFP, the safe and healthy schools program supports inclusion of activities aligned with poor eating habits and a lack of physical activity so long as it is supported within the comprehensive needs assessment.

56. If a vendor provides direct services to students under a purchased service agreement with the lead applicant, is this allowed to be counted toward the 15% direct service?

No, services provided by partners or vendors may not count towards the minimum 15% direct services.

57. How are priority points determined in a consortium – by the lead applicant, by a majority of the consortium?

5 priority points will be awarded to those applications that have free and reduced price lunch rates of 60% or greater as indicated in the BEDS data for the 2016-17 school year. This is based on the district average of an entire consortium.

58. Are BOCES eligible applicants?

No, BOCES are not eligible applicants.

59. If a district has multiple elementary and middle school buildings (consisting of a mixture of schools having a free and reduced lunch percentage above and below 60%), Can grant monies be used for all buildings in the District or does it need to be used specifically for the school with a free and reduced rate of 60% or higher?

Grant funds may be used in schools within a district regardless of their free and reduced-cost lunch rates. 5 priority points will be awarded to those applications that have free and reduced price lunch rates of 60% or greater as indicated in the BEDS data for the 2016-17 school year.

60. Is there a grant coordinator that can be contacted to discuss the grant by phone or will communication be done online and through email?

During the application process, all communication must be done through the designated email.

61. Does the grant application have to include all three identified component areas (academic achievement, mental health, and technology) or can a school district identify one or two areas it feels it would best benefit from the grant's funding?

Applicants may submit one, two, or three applications. Applicants must submit a separate application for each content area in which they are applying. Applications will be scored based on the content area application(s) they submit, which will be scored independently from each other.

62. If a district has recently received grants and/or is actively pursuing others, could this have a detrimental impact on its chances to be awarded funding for this particular grant?

No, applications are scored according to the scoring rubric and independently of other grants received or being pursued.

63. Can contractual expenses be prepaid to extend past the 15 month grant period? Specifically, could contractual services begin during the grant period, but extend past the grant period?

No, expenses cannot be prepaid to extend past the 15 month grant period.

64. Can a consortium of charter schools apply for each of the three content areas and count each student only once towards the cumulative student count, or can a school only apply to one content area as part of a consortium?

A consortium of charter schools can apply for each of the three content areas. The cumulative student count will apply for all three applications. Consortium members must be the same amongst all content areas for which the consortium is applying.

65. If the NYCDOE applies for a consortium made up of schools from several districts, can another LEA apply for a different consortium of schools from the same districts?

NYCDOE is considered a single LEA under this RFP. NYCDOE component districts cannot apply as a consortium or member of a consortium. NYCDOE may submit only one application per content area for a total of up to 3 applications.

66. Can you give some guidance on the size of possible grant?

The size of the award amounts is based on the cumulative student enrollment. Refer to the funding table within the RFP for specific funding bands.

67. Is the grant award related to the amount Title I Part A funding?

No, awards are not related to Title I Part A funding. Awards will be scored and ranked. Applicants receiving the highest scores in each content area will be funded until there are insufficient funds to award the next ranked applicant in full.

68. P. 2 of the RFP says applications must be postmarked by February 16, 2018, but in the "Application Submission Instructions" section on P. 22, it states they must be received by February 16th. Is February 16 the due date for postmark or receipt?

Applications submitted via mail must be postmarked no later than February 16. Hand-delivered applications must be received no later than February 16.

69. The order of sections in the program narrative varies in the RFP (see P. 13 and the scoring rubric vs. P. 19). Is there a required or preferred order?

The program narrative should be submitted in the order identified in Sections A-C of the “Elements of the Proposal” section, which aligns with the scoring rubric. The responses to the program narrative should be clearly labeled according to the sections identified within the “Elements of Proposal” portion of the RFP.

70. In the section titled “Budget FS-10” on P. 16, it states the FS-10 should be prepared for the entire 15-month project period (July 1, 2018 – September 30, 2019), but in the section “Form FS-10 Budget and Narrative (20 Points)” on P. 35 it says the FS-10 should be for the first year of the project. Please confirm that the FS-10 should cover the full 15-month grant period.

The FS-10 budget and budget narrative should cover the entire 15-month grant period.

71. Approved activities for the three content areas, as stated in the “Description of Program” section on P.9, include a limited number of options when compared to the list of programs and activities listed in ESSA. As an example, for Content Area #1, Well-Rounded Educational Opportunities, the RFP only includes improving access to foreign language instruction, arts and music education, and accelerated learning opportunities (AP and IB). In Sections 4104 and 4107 of ESSA, possible activities also include increasing access to STEM, history/economics/government, and environmental education, along with other experiences that would contribute to a well-rounded education. Are the additional activities listed in ESSA allowable in the NYSED grant, or must these grant applications focus only on the areas listed on P. 9 of the RFP?

The application must focus on the areas listed on P. 9 of the RFP.

72. The Assurances in ESSA Section 4106 say that unless an LEA receives less than \$30,000 in funding, it must use not less than 20% of funds for supporting well-rounded educational opportunities, not less than 20% of funds to support activities for safe and healthy students, and use a portion of funds (unidentified amount) for effective use of technology (i.e., the LEA must apply for funding in all three content areas). The example provided on P. 7 of the RFP shows that an LEA applying for \$1,000,000 can apply for 1, 2, or 3 content areas. Please clarify if it is allowable for an LEA requesting more than \$30,000 to submit application(s) to this grant competition for only

one or two activities OR have different content area funding ratios than stated in the federal legislation.

An LEA may submit application(s) to this grant competition for one, two, or three activities. LEA's are not subject to the 20% thresholds.

73. We are a Title IV school with an International Baccalaureate Program. Our school is interested in receiving more information about the Student Support and Academic Enrichment Grant. How do we apply? What is the process? When is the due date?

The school must apply through the public school district. Eligible applicants are Individual New York State public school districts ("Eligible Districts"), or public charter schools ("Eligible Charter Schools") that received Title I, Part A funds for the preceding fiscal year (2016-2017). Applications must be postmarked by February 16, 2018. Hand delivered applications must be received at the Office of Education Policy Program Office by 5:00pm on or before February 16, 2018.

74. I submitted an RFP last week for Title IV, part A and want to be sure it was received. I am also wondering where I go to find assistance in writing this grant. I have never written a competitive grant before and want to be sure I am doing it correctly.

We have not received any applications up to this point. Due to the competitive nature of this grant, the NYSED cannot offer assistance in writing the grant.

75. On Page 2 of the RFP under "APPLICATION DUE DATE AND SUBMISSION INSTRUCTIONS" it says that all materials "**must be postmarked** by February 16, 2018". However, on the 22nd page (pages are not numbered) of the RFP under "APPLICATION SUBMISSION INSTRUCTIONS" it says "All materials...**must be received** by February 16, 2018". Which is correct?

Applications submitted via mail must be postmarked no later than February 16. Hand-delivered applications must be received no later than February 16.

76. Budget Narrative question C1 states: This must detail and justify the funding request under this RFP, including all proposed expenditures and indicate the basis of calculation for each cost during the project period, and illustrate how

the proposed expenditures align with the proposal's initiatives and goals. If applicable, include a detailed description of any other funding streams/contributions related to the proposed activities. Additional sections/charts may be added as needed to provide all necessary information.

Question C2, Budget Justification, states:

Applicant provides a thorough and detailed justification for each identified cost associated with implementing the proposed initiatives and goals, including why the costs are reasonable and necessary to support the proposal's initiatives and goals.

Please explain how these two questions differ from one another and how the information you are looking for under C1 differs from that which you are looking for under C2.

Attachment 5 and the FS 10 will be used to score C1 and C2.

C1 will clearly illustrate how the proposed expenditures are aligned with the proposals activities, and clearly conveys why the overall expenditures are reasonable and necessary to support the proposals initiatives and goals.

C2 will provide a thorough and detailed justification for each identified cost, including and outline of all expenditures using a FS 10. Applicant will accurately calculate all expenditures and ensure the amounts are consistent across the budget narrative and FS 10.

77. Please verify that the Page Limits refer only to the narrative responses to questions and do not include any attachments.

The proposal narrative, not including the required attachments, is limited to no more than 25 pages.

78. Please clarify page limits particularly in regard to the Budget Narrative and Budget Justification. Question C1 asks applicants to complete Attachment 5/5a: Budget Narrative. The form, unfilled, is 2 pages. The page limit page lists "Budget Narrative: 3 pages." In addition, one must respond to C2: Budget Justification. Does this mean that one completes Attachment 5/5a without expanding it beyond 2 pages and then one has 1 remaining page to provide "a thorough and detailed justification for each identified cost associated with implementing the proposed initiatives and goals, including why the costs are reasonable and necessary to support the proposal's initiatives and goals." (C2)? Is the completion of Attachment 5/5a the only

requirement for C1 or is additional narrative desired? Particularly given the use of a 12-point font the inclusion of Attachment 5/5a, possible further narrative, plus response to C2 Budget Justification does not seem possible in keeping to the 3 page limit.

The information to be scored under criterion C2 should be provided within Attachment 5. Attachment 5: Budget Narrative, which includes the justification, must detail and justify the funding request under this RFP. This response is limited to 3 pages. Note that applicants may delete rows that are not needed. 5a is a separate attachment and is only applicable to public school districts and therefore not included in the 3 page limit.

79. Is there any pre-determined allocation of these resources to NYC, the Big Five, and/or Rest of State Districts?

The maximum cumulative award amount is based on total K-12 student enrollment as defined in the funding table in the RFP. There is no predetermined allocation to any region or type of district.

80. Regarding consultation with non-public schools: Does the obligation to consult with non-public schools extend beyond those that are in-district? To what extent – if at all – must a district provide “meaningful involvement in program planning and design” to non-public schools that students who reside in the district might attend but which are not located within the boundaries of the district?

As indicated in attachment 5a, each District must engage in timely and meaningful consultation with representatives from all non-public schools located within the district’s geographic catchment area. Non-public schools located outside of the district’s geographic catchment area do not need to be included.

81. When completing Attachment 4: Participating District Information and Initial Needs Assessment Form, the left-hand column header is “Needs Assessment Component”. Do you wish applicants to complete this column with components as they are broken down in the particular assessment tool used or are you looking for a correlation with three “content areas”, 1. Well-rounded students, 2. Safe and healthy students, and 3. Effective use of technology?

The Needs Assessment Component column should clearly articulate the gaps that will be addressed as part of the application. The Supporting Data

from Initial Needs Assessment column should identify the data sources that were used to identify the gap and results of those data sources. As indicated in the directions on attachment 4, it is up to the applicant to determine which elements they would like to focus the SSAE program on.

82. If a district has been engaged in other recent activities, community feedback, and/or surveys, or has other sources that help substantiate the greatest area of need **in addition to** the Comprehensive Needs Assessment, may these other sources **also** be used to identify and/or support the information identified by the needs assessment?

Yes, additional information may be provided to support a comprehensive needs assessment. The needs assessment must be current and ensure the chosen program and activities are aligned with local needs.

83. The description of what is required for Section A of the proposal the RFP states that charts and/or graphs may be included. Is there an extent to which the use of charts or graphs is preferred? Is there a degree of use that might not be sufficient, is optimal, or is considered excessive? While such use is normally considered at the discretion and judgment of the applicant, we are aware that the under- or over-use of charts and graphs can sometimes negatively impact scoring.

Applicants should use their discretion to provide the requested information in the most appropriate way. The allowed 25-page limit includes charts or graphs used to display numerical data or activity schedules.

84. Are districts able to apply for school readiness programs, that support children prior to entering Pre-Kindergarten? We are thinking of interactive parent-child activities for children ages 2 and 3 that prepare them for school entry.

Districts can apply for school readiness programs, that support children from Birth to age 8.

85. The application states that the funding will not exceed \$250 per child. When determining the maximum award amount, should we be guided by the total district enrollment, or the number of students we are proposing serving?

An applicant may apply for the cumulative maximum award amount identified in the funding table based on the districts total K-12 student enrollment. For

example, if District A has a total K-12 student enrollment of 3,567 students the district can apply for a maximum award of \$1,000,000.

86. Do we count ALL students K -12 in both public and nonpublic schools?

The applicant should count the total combined number of K-12 students enrolled in both the public school district and nonpublic schools.

87. Can we count the number of students for only the grades we will be focusing on (e.g., K - 6 students, or 6 - 8 students, or HS), in both public and nonpublic?

Award amounts are based on Total combined number of K-12 students enrolled in individual district/charter schools or consortium and the number of K-12 non-public students within the district as applicable.

88. My question isn't specific to the Title IV RFP but rather is a more general question about the M/WBE requirement. If we would like to partner with a newly formed LLC who has not yet received M/WBE approval, is it acceptable to show proof that the approval process is in progress and have that still be considered Full Participation when submitting our application?

Yes, a bidder may include an M/WBE subcontractor that has applied to ESD for certification as part of their plan to achieve the M/WBE goal. As part of the submitted M/WEB package, it is requested that the bidder submit documentation (i.e. Application submission/ status email from [ESD-notice@newnycontracts.com](mailto:notice@newnycontracts.com)), to show that the subcontractor has initiated the M/WBE certification process. In the event that the certification is not ultimately obtained, the bidder/vendor would be required to conduct additional good faith efforts to obtain a certified M/WBE firm to provide the goods/services necessary to carry out the procurement.

89. The grant application for focus area #2 - Support for Safe and Healthy Students - seems to indicate that it is more for capacity and planning than actual program activities... We have a charter school that is already operational that has many of the program elements discussed (Restorative Justice, Conflict Resolution, Mental Health, etc.) and we have a second charter school opening in 2018. Can we apply for both? Would that be considered a consortium? Are new schools eligible? Would a new or existing school be a better fit?

No, new charter schools are not eligible for grant funds. As per the eligible applicant criteria, applicants must have been the recipient of a Title I grant in 2016-17.

Also, in the list of partner stakeholders, it says the following "must" include and then lists Indian Tribes or tribal organizations, is this accurate?

Yes this is accurate. If Indian Tribes or tribal organizations exist within the district boundaries, they must be included.

90. I work for a charter middle school in NYC and am interested in submitting an application for the Student Support and Academic Enrichment Grant. After reading over the RFP, I am unsure about our eligibility. I understand that questions will be answered online by the 23rd, but if I have any hope of completing the application I really need to start immediately. If you are able to address my question below:

Our school currently has 200 students and at full capacity (2018-2019 school year) we will have 300 students.

The RFP states that the minimum grant request for any content area is \$100,000.00.

The RFP also states that awards must not exceed \$250 per student. If this is the case, at full capacity, our school would only be entitled to request a total award of ($\$250 \times 300$ students) = \$75,000.00.

There is a table in the application that says schools with less than 1,000 students can request a maximum of \$250,000, but nowhere does it say that schools with fewer than 400 students (400 students \times $\$250$ = \$100,000) are ineligible.

Please clarify whether schools with less than 400 students are eligible for this grant opportunity and, if so, whether they must request a minimum of \$100,000.00 or the amount equal to \$250 multiplied by the number of students served, in our case, \$75,000.00.

As per the funding table in the RFP, the school identified in the example above is eligible for up to a cumulative maximum award of \$250,000 with a minimum amount of \$100,000.

90. As a school of 400 students, our maximum calculates to be \$100,000. So any application submitted would have to be for exactly \$100,000?

An applicant may apply for the cumulative maximum award amount identified in the funding table based on the districts total K-12 student enrollment. For example, a school of 400 students is eligible for a maximum award amount of \$250,000.

91. Can we submit in more than one content area for \$100,000 – or just one because our minimum and maximum are the same?

Each applicant may apply for a grant award in each content area with a cumulative maximum amount as identified in the application funding table. If applying for multiple content areas, applicants must submit a separate and complete application for each area.

92. Can the well-rounded educational opportunities content area include enhanced literacy or reading instruction that's designed to help more students meet state standards? Can it include the cost of tutors?

Approved activities that support improvement of students' academic achievement may include:

1. *Well-rounded educational opportunities:*
 - a. *Improving access to foreign language instruction, arts and music education.*
 - b. *Promoting access to accelerated learning opportunities including Advanced Placement (AP) and International Baccalaureate (IB) programs, dual or concurrent enrollment.*

Tutors could be an allowable expense as long as it is justified and supported in the results of the comprehensive needs assessment.

93. We are a charter school, applying as a single entity. Do we have to complete and submit Attach 5a Non-Public School List and Budget?

No, a charter school, applying as a single entity, does not need to submit Attachment 5a: Non-Public School List and Budget.

94. Regarding allowable costs: Can the district or consortium use grant funds to contract with an external evaluation partner to support the data collection and reporting activities of the grant? If so, does this line item count towards the administrative costs cap of 2%? Does the external evaluator need to complete the Vendor Responsibility Questionnaire?

The district can use grant funds in any way that is aligned with proposal activities, and supported by the comprehensive needs assessment as long as the proposed expenditures are reasonable and necessary to support the proposals initiatives and goals.

Yes, this will count towards the 2% administrative cost cap.

A Vendor Responsibility Questionnaire would be required for an external evaluator, or any other subcontractor or consultant, where:

- the subcontractor is known at the time of the contract award;*
 - the subcontractor is not an entity that is exempt from reporting by OSC;*
- and*
- the subcontract will equal or exceed \$100,000 over the life of the contract.*

95. Catholic Charities Neighborhood Services offers a Compass program in PS50. We've noticed the school needs a social worker to work with the parent liaison in the school to help families who are in need of emergency services including home base, emergency food pantry, legal/immigration services, behavioral health and shelter services. Would CCNS be eligible to apply for this grant to help PS50 or does PS50 need to apply directly. Could we apply in partnership?

No, eligible applicants are individual New York State public school districts, or public charter schools that received Title I, Part A funds for the preceding fiscal year (2016-2017). A list of public school districts and public charter schools that meet this criterion, and are thus Eligible Districts or Eligible Charter Schools, can be found on the [NYSED Office of Accountability webpage](#).

96. The NYSED website indicates the following requirement for schools applying for Title IV grants:

The State of New York has implemented a new statewide prequalification process (described on the [New York State Grants Reform website](#)) designed to facilitate prompt contracting for not-for-profit vendors. All not-for-profit vendors are required to prequalify prior to grant application. This includes all currently funded not-for-profit institutions that have already received an award and are in the middle of the program cycle. The pre-qualification must be completed by all not-for-profit institutions prior to application in order to receive an award under this RFP. Please review the additional information regarding this requirement in the Pre-qualification for Individual Applications section below.

Just to be absolutely clear before applying, we are a public charter school in NYC and receive Title I funding. We are legally a non-profit organization. Are we still required to pre-qualify for this grant or can we just certify our eligibility?

Public charter schools are required to register in Grants Gateway and complete the prequalification process prior to the application deadline. Please see the RFP or the Grants Reform website for additional information on the process. Any non-profit required to prequalify, but not prequalified at the time of the deadline, will be disqualified and not considered for this grant opportunity.

97. Are individual school districts applicants allowed to sub-grant funds to non-profit partners?

No, individual school districts are not allowed to sub-grant funds to non-profit partners. School districts may purchase services from non-profit partners.

98. Consortium applicants are prohibited from sub-granting funds. Are consortium applicants allowed to purchase services from non-profits? If not, how can they partner with non-profits as part of this funding?

Consortium applicants can purchase services from any vendor as long as the lead applicant complies with the Vendor Responsibility requirements and their local purchasing and inventory policies.

99. Would a program design to strengthen community and family educational services for preschool children to close the achievement gap BEFORE THEY ENTER SCHOOL be suitable for this grant program?

Educational experiences that provide students with access to well-rounded educational opportunities, including early learning opportunities and school readiness programs, are allowable under this grant.

100. Our school currently has 200 students and at full capacity (2018-2019 school year) we will have 300 students.

The RFP states that the minimum grant request for any content area is \$100,000.00.

The RFP also states that awards must not exceed \$250 per student. If this is the case, at full capacity, our school would only be entitled to request a total

award of $(\$250 \times 300 \text{ students}) = \$75,000.00$.

There is a table in the application that says schools with less than 1,000 students can request a maximum of \$250,000, but nowhere does it say that schools with fewer than 400 students ($400 \text{ students} \times \$250 = \$100,000$) are ineligible.

Please clarify whether schools with less than 400 students are eligible for this grant opportunity and, if so, whether they must request a minimum of \$100,000.00 or the amount equal to \$250 multiplied by the number of students served, in our case, \$75,000.00.

Public charter schools and public school districts with less than 400 students are eligible for this grant opportunity for a maximum cumulative award of \$250,000 and a minimum award amount of \$100,000.

101. Question 1- we have 2190 students. Would we be eligible for up to \$ 250 per student equaling \$547,500 or up to \$1,000,000 shown in the graph?

This district is eligible for a cumulative maximum award of \$1,000,000.

102. We have pinpointed three different initiatives that we would like to move forward with for school improvement. I scoured the state website for M/WBE participants to purchase services from. I could not find any that focused on School Technology/Smartboards or on science laboratory equipment suitable for schools. How would I go about finding companies so that we could meet the 30 % goal?

Please contact MWBEGrants@nysed.gov for assistance in identifying M/WBE vendors to participate in your project.

The other initiative we wanted to consider is a character education program called Leader in Me. We believe this program could make a big difference for our elementary students. It is not female or minority owned. Is there a chance that this could qualify without meeting that standard?

Vendors must be M/WBE-certified in NYS to count toward M/WBE participation goals.

103. What do we do if we find a participant on the M/WBE list but they are not the most competitively priced? Is it enough to just put out an rfp and post it on that website?

Please contact MWBEGrants@nysed.gov for assistance in identifying competitively priced M/WBE vendors to participate in your project.

104. If we hire a trainer that is female and/or minority but they are not registered with the state site, do they count as part of the 30%?

No, a trainer who is not a NYS-certified M/WBE does not count toward the 30% goal.

105. We have a basic question about the Competition Priorities. When we go to the data.nysed.gov site we can pull up the BEDS day information which gives the percentage of students in poverty but if we select the School Report Card we find the Free and Reduced Lunch data. Can you please confirm which data we should use in our needs section as their is a difference?

5 priority points will be awarded to applications that have a free and reduced price lunch percentage of 60% or greater as indicated in the [BEDS data for the 2016-17 school year](#).

105. Should enrollment for the purposes of calculating the award maximum be based on 2016-2017 BEDS data or 2017-2018 BEDS data? Please confirm the RFP is accurate in the statement that priority points are based on free/reduced lunch numbers from 2016-2017 BEDS data.

The RFP is accurate, [2016-17 BEDS data is to be used](#).

106. Does NYSED have a preference about whether applicants apply for the Well-Rounded Education or Technology topic area if a project could potentially fit into either topic area? For example, it would seem a dual enrollment computer coding or dual-enrollment STEM program could fit into either category. Is there a preference regarding which should be used?

This decision is up to the applicant. The application will be scored according to the scoring rubric.

107. If a single district has nonpublic schools that wish to participate, is that then considered a consortium?

No, a consortium is a district-led consortium comprised of eligible districts and/or eligible districts and charter schools, or eligible charter school-led consortiums comprised of eligible charters schools and/or eligible districts as consortium members.

108. There is mention in several sections of the RFP about non-for-profits being a lead organization, can a non-for profit be a lead fiscal agent in a consortium?

Eligible applicants as lead members of a consortium are individual New York State public school districts, or public charter schools that received Title I, Part A funds for the preceding fiscal year (2016-2017). For prequalification purposes, a public charter school is considered a non-for-profit and must be prequalified.

109. Is it possible to use the funding from the SSAEG grant to support physical education (under Well-Rounded Educational Opportunities)?

No.

110. Is it possible to use the funding from the SSAEG grant to support nutrition, nutrition education and physical activity (under Safe and Healthy Students)?

No.

111. May a BOCES be a lead district to create a consortium of eligible districts and provide at least 15% of the PD?

No, BOCES are not defined as eligible applicants.

112. Also, do you have or can you provide a list of existing comprehensive needs assessments that meet the requirements of the grant that schools could administer? It may be difficult for districts who have not had the opportunity to do comprehensive assessments already to create, administer, and tally and analyze full assessments during the application period and still create competitive applications.

We cannot provide a list of existing comprehensive needs assessments. Conducting a needs assessment is an important and required aspect of the SSAE program. The needs assessment must be comprehensive and examine areas for improvement related to students' access to well-rounded educational

opportunities, learning conditions that cultivate a safe and healthy environment for students, and effective use of technology.

Embarking on the local needs assessment, LEAs must engage in timely and meaningful consultation with a broad range of stakeholders (ESEA section 4106(c)) and should examine relevant data to understand students' and schools' most pressing needs, including the potential root causes of such needs. In addition, if the LEA has recently conducted a needs assessment that corresponds to the SSAE sections, the LEA may want to consider how best to incorporate the information for the completed needs assessment into the comprehensive needs assessment for the SSAE program.

Questions to consider when conducting the comprehensive needs assessment:

- *Which stakeholders can help identify local needs and/or root causes? How can they be engaged early and in a meaningful way throughout the process?*
- *What data are needed to best understand local needs?*
- *Do our current systems fully capture the needs of our hardest to serve students – including those who might experience adversity that might not come-up in a survey or other data tools (e.g. trauma experienced by a recent influx of refugee students)?*
- *Are there inequities inherent in the system that is driving some of the local needs?*
- *How should the identified needs be prioritized when several significant needs are identified?*

113. Is BOCES an eligible applicant to apply on behalf of a group of component school districts?

No, BOCES are not defined as eligible applicants.

114. Can you provide some guidance on the requirement for a "comprehensive needs assessment" please? Must this be conducted by an outside agent? If a needs assessment in one area was conducted one or two years ago (for example, a YRBS survey for health and safety) may we combine that information with more recent assessment data on well rounded education and technology?

Conducting a needs assessment is an important and required aspect of the SSAE program. The needs assessment must be comprehensive and examine areas for improvement related to students' access to well-rounded

educational opportunities, learning conditions that cultivate a safe and healthy environment for students, and effective use of technology.

Embarking on the local needs assessment, LEAs must engage in timely and meaningful consultation with a broad range of stakeholders (ESEA section 4106(c)) and should examine relevant data to understand students' and schools' most pressing needs, including the potential root causes of such needs. In addition, if the LEA has recently conducted a needs assessment that corresponds to the SSAE sections, the LEA may want to consider how best to incorporate the information for the completed needs assessment into the comprehensive needs assessment for the SSAE program.

Questions to consider when conducting the comprehensive needs assessment:

- Which stakeholders can help identify local needs and/or root causes? How can they be engaged early and in a meaningful way throughout the process?*
- What data are needed to best understand local needs?*
- Do our current systems fully capture the needs of our hardest to serve students – including those who might experience adversity that might not come-up in a survey or other data tools (e.g. trauma experienced by a recent influx of refugee students)?*
- Are there inequities inherent in the system that is driving some of the local needs?*
- How should the identified needs be prioritized when several significant needs are identified?*

The comprehensive needs assessment must examine the applicants needs for improvement of (i) access to, an opportunities for, a well-rounded education for all students; (ii) school conditions for student learning to create a healthy and safe school environment; and/or (iii) access to personalized learning for the effective use of data and technology. The needs assessment must ensure the chosen program and activities are aligned with local needs and should be as comprehensive and reasonable as the timeframe permits. It is not required that the needs assessment be conducted by an outside agent.

115. The neediest schools in our District have free and reduced lunch percentages of 32, 34 and 35%. We receive Title 1 targeted support funds for two of these buildings. We are very interested in applying for this grant,

but are concerned that our percentages of FRL are well below the 60% threshold identified as earning 5 priority points. Is it worthwhile for us to apply for the grant?

All applications will be scored independently according to the scoring rubric.

116. I am interested in submitting a proposal for my school district to receive funding for technology, specifically, for use by our ELL/MLL population. What specific information is needed to submit a proposal to receive funding through this Enrichment Grant?

Please refer to the RFP for the specific requirements related to this grant opportunity.

117. Our component districts are asking about BOCES involvement in writing this grant. The question is essentially, can Erie 1 create a consortium of interested component districts to write the grant and help to support the work outlined in the grant?

No, BOCES are not defined as eligible applicants.

118. Can a not-for-profit vendor be a Lead LEA with a school district in a grant proposal for Student Support and Academic Enrichment?

No, only New York State public school districts, or public charter schools that received Title I, Part A funds for the preceding fiscal year (2016-2017) are eligible to apply for SSAE funding.

119. Looking at the priority list, it mentions districts that are implementing “targeted support and improvement plans under Title 1” as being priority. Are all schools identified as Title 1 implementing such plans?

No, not all Title I schools implement targeted support and improvement plans under Title I. Currently NYSED does not have schools identified as targeted support and improvement. Schools identified for accountability purposes are currently identified as priority or focus and are required to implement school comprehensive education plans (SCEPs).

120. If we choose to hand deliver our application, can you provide a contact person name and telephone number (as NYSED security requires such info when we hand-deliver applications)?

For hand deliveries of application materials, applicants should request Robin Clow or Annette Davidson from the Office of Education Policy Program Office from the security desk.

121. Can we include a PDF version (instead of Microsoft Word version) of the entire application on CD, as at least one of the forms we plan to use (the FS-10) is in Excel?

NYSED would prefer the application to be submitted in Microsoft Word and Excel. For forms that require signatures, the electronic version can be unsigned or scanned PDFs may be included.

122. Can we use grant funding to benefit multiple schools within one district?

Yes, the funds can be distributed throughout the district as necessary as long as it is aligned with needs assessment.

123. Or, can we choose to support just one school within our district with grant funds?

Yes, if that is aligned with the comprehensive needs assessment.

124. Can we support only certain grades or students in a school?

Yes, if it is aligned with the comprehensive needs assessment.

125. The grant announcement mentions that districts must prioritize using funding for their most needy schools, with one criteria being helping schools with the highest number of students from low-income families. Is SED's overall funding priority helping the highest number of low-income students with this funding as possible? In other words, does SED want to fund districts with higher populations of needy students, vs. smaller districts with smaller numbers of needy students?

5 priority points will be awarded to applications that have free and reduced price lunch rates of 60% or greater as indicated in the BEDS data for the 2016-17 school year. Funding will be awarded based on how an application scores on the scoring rubric.

126. Page 6-7 of the RFP mentions approved activities. Are we limited to those activities only? Or can we use funding for other activities that meet the three priority areas? (Including, can we use funding for other activities included in the federal ESEA Act legislation?).

The RFP Description of Program section lists the Approved activities that support improvement of students' academic achievement for this RFP.

127. On needs assessments: reading page 9 of the RFP, are we correct that we must complete a needs assessment for all three areas (even if we are only applying for funding in one area)? 1.

An LEA is required to conduct a comprehensive needs assessment for the content areas in which the LEA is applying.

Do we need to submit all of those needs assessments with our application? And if so, where would you like them included in packaging?

Each content area requires a separate application. The comprehensive needs assessment should be submitted with the corresponding application.

And, do they count toward the 25-page limit?

The comprehensive needs assessment is part of the proposal narrative and is counted towards the 25 page limit.

128. Can you give us some input on what level of detail you expect to see in the needs assessment? For example, how many pages do you expect to see?

Conducting a needs assessment is an important and required aspect of the SSAE program. The needs assessment must be comprehensive and examine areas for improvement related to students' access to well-rounded educational opportunities, learning conditions that cultivate a safe and healthy environment for students, and effective use of technology.

Embarking on the local needs assessment, LEAs must engage in timely and meaningful consultation with a broad range of stakeholders (ESEA section 4106(c)) and should examine relevant data to understand students' and schools' most pressing needs, including the potential root causes of such needs. In addition, if the LEA has recently conducted a needs assessment that corresponds to the SSAE sections, the LEA may want to consider how best to incorporate the information for the completed needs assessment into the comprehensive needs assessment for the SSAE program.

Questions to consider when conducting the comprehensive needs assessment:

- *Which stakeholders can help identify local needs and/or root causes? How can they be engaged early and in a meaningful way throughout the process?*
- *What data are needed to best understand local needs?*
- *Do our current systems fully capture the needs of our hardest to serve students – including those who might experience adversity that might not come-up in a survey or other data tools (e.g. trauma experienced by a recent influx of refugee students)?*
- *Are there inequities inherent in the system that is driving some of the local needs?*
- *How should the identified needs be prioritized when several significant needs are identified?*

The comprehensive needs assessment must examine the applicants needs for improvement of (i) access to, an opportunities for, a well-rounded education for all students; (ii) school conditions for student learning to create a healthy and safe school environment; and/or (iii) access to personalized learning for the effective use of data and technology. The needs assessment must ensure the chosen program and activities are aligned with local needs and should be as comprehensive and reasonable as the timeframe permits.

The comprehensive needs assessment is part of the proposal narrative and is counted towards the 25 page limit.

129. Is the MOU required to be signed and submitted with the application? Or can it be submitted later?

Yes, the MOU should be signed and submitted with the application.

130. Do the signatures on the MOU and attachment 5a (non-public school list and budget) need to be original signatures?

The MOU and attachment 5a that are submitted with the application do not need to be original signatures. The lead applicant should maintain the original signatures on file for monitoring purposes.

131. If a district receives Title 1 funds, is that district already registered in SAM?

All districts that receive federal funds should be registered in SAM.

132. Are BOCES eligible to participate in or lead consortiums?

No, BOCES are not defined as eligible applicants.

133. The RFP mentions that lead districts for consortiums must provide at least 15% of the grant-funded activities. Page 14 of the RFP mentions “administrative and professional development costs” do not qualify. Does that mean if the lead district hires a program director, that person’s salary/benefits would not count toward the required 15%?

NYSED has established a minimum level of direct service of 15% to be provided by the lead fiscal agent. Services provided by partners or vendors of the lead fiscal agent may not be applied to the 15% minimum direct service. Direct services by the lead fiscal agent can include costs connected with the Program Director.

134. Can you give a couple examples of costs that would be eligible to cover the 15% budget requirement?

As indicated in the RFP costs that could be used to cover the 15% include costs associated with the Program Director, teachers, activity leaders, rent for program space and school usage fees, program supplies and materials, the provision of specific activities for students and families, travel for student trips, etc. Administrative and professional development costs to the lead fiscal agent do not qualify as direct services to students. No portion of Purchased Services may be considered a direct service by the lead agency.

135. Do school districts need to prequalify in Grants Gateway?

Public school districts are not required to register or pre-qualify through Grants Gateway. Charter schools must be both registered and prequalified by the application deadline.

136. When calculating a maximum award that a district can request, does the district include the enrollment of students attending non-public schools, even if those schools opt not to participate? Does the district include its full student enrollment, even if not all students would participate in grant-funded activities?

Enrollment is based on the combined number of K-12 students enrolled in the individual district, charter school or consortium and the number of K-12 non-public students within the district as applicable using 2016-17 BEDS

data. An applicant may apply for the maximum award amount identified in the funding table based on these figures.

137. The \$28.5 million of available funds could easily all go to New York City and the other 'big 5' school districts. Is that NYSED's intent?

No, that is not the intent of NYSED. All applications will be scored equally in accordance with the scoring rubric.

Or, is there a desire to help many districts with smaller awards? Could a consortium of multiple smaller districts be considered competitive?

All eligible applicants, regardless of enrollment size, will be scored and ranked using the same methodology. Applicants receiving the highest scores in each content area will be funded until there are insufficient funds to award the next ranked applicant.

138. Page 14 of the RFP mentions a limit of 2% of the budget for "direct administrative costs of carrying out the local educational agency's responsibilities under this subpart." If we opt to hire a program director, should that person's salary/benefits be included in that 2% limit? How about a principal who will supervise that program director – should his/her salary/benefits be included in that 2% calculation?

Yes, funds allocated to a program director would be considered administrative costs and should be counted towards the 2% administrative limit described in the RFP. The principal supervising the program director, as described in the question, leads to the presumption of supplanting since supervision of staff is part of the principals regular job duties.

139. The provided cover pages (attachments 1 and 1a) ask for the total number of students in the individual school district/charter school. If students from non-public schools will be participating, should their enrollments be included as well? And should we be including the total number of students who are enrolled in the district – or just the total number of students who will participate in activities? And which number is used to calculate the maximum funding a district can receive (the full enrollment, or the number of students who will actually be involved in grant-funded activities)?

Enrollment is based on the combined number of K-12 students enrolled in the individual district, charter school or consortium and the number of K-12 non-public students within the district as applicable using 2016-17 BEDS

data. An applicant may apply for the maximum award amount identified in the funding table based on these figures.

140. Just to confirm – the FS-10 is for July 1, 2018-June 30, 2019 only, correct?

This is not correct. The FS-10 and budget narrative should cover the entire 15-month grant period.

141. Should we use the budget total on the FS-10 (i.e., for one year only) in the M/WBE goal calculation sheet? Or should we include the entire grant request?

The M/WBE goal calculation sheet should be consistent with the FS-10. However, please note that for this application, the FS-10 should cover the entire 15-month term, not one year only.

142. Should we be including attachment 3 in all applications? Including – do we need to submit attachment 3 if our application is for a consortium? (And in that case, do we need to add lines for each of our consortium members to sign?)

Attachment 3 should be included in all applications. In the case of a consortium, the lead applicant should complete and sign this document.

143. Are we required to use attachment 5?

Yes, a Budget Narrative is required as part of a complete application package. Attachment 5 provides the template for preparing the Budget Narrative.

144. On attachment 5a, should we use enrollment data from BEDS day 2017?

BEDS data from the 2016-17 school year should be used when determining enrollment.

145. On attachment 5a, does the maximum award of \$250 per student pertain to this chart – i.e., is the \$250 max allocation after deducting administrative costs?

When completing Attachment 5a, the \$250 per student is not relevant. The district should determine the equitable participation amount by using the maximum cumulative award the applicant is applying for minus administrative costs divided by the total enrollment of both the public school district and non-public schools. This will result in a per pupil amount that should be used to calculate the equitable share.

146. Are we required to submit attachment 6? And if we choose to use it, does it count toward the 25-page maximum length?

No, Attachment 6 is not required as part of a complete application package. It may be included in the response for Section B, question B3 and would count toward the 25-page limit.

147. Is the deadline of 2/16/2018 a “received by” or “postmarked by” deadline? The website and page 2 of the application say “postmarked by” however page 22 indicated first “received by” and then in the last line “received or postmarked by.”

Applications submitted via mail must be postmarked no later than February 16. Hand-delivered applications must be received no later than February 16.

153. Is the following correct? Each applicant’s award is capped at the number of students x \$250 OR the limit in the table—whichever is less.

No, an applicant may apply for the cumulative maximum award amount identified in the funding table based on the districts total K-12 student enrollment. For example, if District A has a total K-12 student enrollment of 3,567 students the district can apply for a maximum award of \$1,000,000.

154. Is \$100,000 the minimum amount an applicant can request in any one application?

Yes, the minimum cumulative amount an applicant may request is \$100,000.

156. Are applicants required to register for SAM prior to the grant deadline? Or can they register if and when they are selected for an award?

Applicants do not have to be registered for SAM prior to applying for the grant.

157. Do districts need to do anything in Grants Gateway? Register?

Public school districts are not required to register or prequalify through Grants Gateway. Charter schools must be both registered and prequalified by the application deadline.

158. Can proof of Workers Comp and Disability be presented after an award is made, or must it be included with the application?

Proof of insurance coverage can be submitted after the award is made.

159. Are pages 31 and 32 of the application the same? Do we need to submit both pages?

No, Attachment 1 and Attachment 1a are not the same document. Attachment 1 is the cover sheet for individual applicants, while Attachment 1a is the cover sheet for consortiums. The appropriate page should be submitted with the application.

160. Do MWBE documents need to be submitted with the application? The checklist indicates they do, and that has been the protocol for most NYSED grants to this point, however that approach considerably limits the amount of time that can be allocated to identifying MWBE vendors, which seems in opposition to the goal. In rural areas in particular, finding appropriate MWBEs really requires time. Other departments have been allowing MWBE paperwork to be submitted post-award. Can applicants to this grant submit their MWBE paperwork post-award rather than with their applications if they need to? If so, will the checklist be adjusted to reflect that option?

All requested information and documentation should be provided at the time of submission. If this cannot be done, the applicant will have thirty days from the date of notice of award to submit the necessary documents and respond satisfactorily to any follow-up questions from the Department. Failure to do so may result in loss of funding.

161. Are Attachments 2, 3, 4, 5a, 6 required for submission? They appear to be but are not listed on the Checklist.

Refer to response #48 for clarification of which attachments are required for which applicants.

162. When calculating maximum potential award, should both public and non-public school students participating in the project be included?

Enrollment is based on the combined number of K-12 students enrolled in an individual district, charter school or consortium and the number of K-12 non-public students within the district as applicable using 2016-17 BEDS data.

163. If a district's project is focusing on a single school, is that applicant's maximum award calculated based on the enrollment of that participating school only, or based on the full district enrollment?

Enrollment is based on the combined number of K-12 students enrolled in an individual district, charter school or consortium and the number of K-12 non-public students within the district as applicable using 2016-17 BEDS data.

164. If a district already receives funds from the state, is the Payee Information for required for submission?

The payee information form is only required if information has changed.

165. When do you anticipate awards will be made?

NYSED anticipates announcing awards in spring 2018.

166. Do you have an anticipated average award size and an anticipated estimated number of awards to be made?

No, there is not an anticipated average award size or an estimated number of awards to be made. Eligible applicants receiving the highest scores in each content area will be funded until there are insufficient funds to award the next ranked applicant.

167. Are there any parameters for ensuring equitable geographic distribution of funds for this program?

No, this is a competitive RFP and applications are scored based on a scoring rubric and funded in rank order.

168. If all contracted services will be provided by nonprofits and/or BOCES and no supplies or equipment will be purchased, can the applicant apply for an MWBE waiver without completing the good faith effort activities? Neither nonprofits nor BOCES may receive MWBE status but in some cases they are best fits to provide services to schools, particularly in rural areas.

If an applicant is unable to meet the 30% M/WBE participation goal for this funding opportunity, they must document good faith efforts to achieve full compliance in order to receive M/WBE approval.

169. The RFP indicates work can be contracted to consortium members. Does this require a bidding process of any kind prior to making those contracts?

The applicant should follow their local procurement processes.

170. We are a public school who has not had a Title IV allocation historically. We are considering an application for this grant and would like to know if we would be considered from a financial standpoint. There are several needs-based opportunities that we do not qualify for because of our relatively high land wealth.

New York State public school districts, or public charter schools that received Title I, Part A funds for the preceding fiscal year (2016-2017) are eligible to apply for Title IV funds.

171. Can you provide any guidance as to what should be included in the comprehensive needs assessment? Also, should we present data for all three focus areas, even if we are only applying for one focus area?

See the response to question 10.

172. Can these funds be used to expand UPK programs?

Districts can apply for school readiness programs, that support children from Birth to age 8.

173. If the district is submitting two applications for two different focus areas, do we have to meet the MWBE requirements for each application's individual budget, or can it be based on the combined budgets?

The applicant must meet the MWBE requirements for each application, individually.

174. How are priority points determined for consortium applications? Some possible consortium members do not have over 60% F/RL and we would like to partner broadly, but partners are wisely unwilling to give up priority points for collaboration.

5 priority points will be awarded to those applications that have free and reduced price lunch rates of 60% or greater as indicated in the BEDS data for the 2016-17 school year. This is based on the unweighted average of an entire consortium.

175. Is there a way to correct F/RL data that may have been reported inaccurately due to inaccuracies caused by transition complications in student management systems?

For the purposes of this, free and reduced-price lunch rates are based on final BEDS data from the 2016-17 school year.

176. Does the district F/RL rate need to be used for priority points or if the program is focusing on particular buildings, can the F/RL rates for those buildings be used?

Priority points are based on district free and reduced-price lunch rates, using BEDS data from the 2016-17 school year.

177. I work for an economic development organization which is looking to start an after school educational program with a collaboration of a local college, BOCES and school district. The program would involve the teaching of a top "coding" curriculum to students in junior and senior high school. I have attached a proposal to your review. Could you let me know if this would be something that would be eligible under the [Student Support and Academic Enrichment Grants](#) Program.

Please refer to the RFP and associated funding priorities defined within the RFP to determine eligibility. The program described may be eligible if it is in compliance with the requirements of the RFP and supported by the results of the comprehensive needs assessment.

178. Our school would like to apply for the Title IV Part A 2018-19 Support and Academic Enrichment Grant. How do we go about doing so? Is there a specific website that will guide us through the process or can someone send us the application so we can apply?

The full RFP and application instructions is available on the New York State Education Department web-site at: <http://www.p12.nysed.gov/funding/2018-19-student-support-academic-enrichment-grant/home.html>

179. I'm looking at the grant and wondering if you are looking for a specific tool or data set to show that a specific school is of greatest need?

The presentation of the distribution of funds is up to the applicant. The proposal will be scored according to the scoring rubric.

180. I was wondering if we could please obtain the RFP document for the SSAE program: RFP #GC18-012. I did register for an account on the State Contract Reporter website, however there were no documents attached under the documents tab.

The full RFP is available on the New York State Education Department web-site at: <http://www.p12.nysed.gov/funding/2018-19-student-support-academic-enrichment-grant/home.html>

181. Can you please direct me to or send me the RFP for the Student Support and Academic Enrichment (SSAE) program? It is not posted on NYS Contract Reporter, nor Grants Gateway, nor <http://www.p12.nysed.gov/funding/currentapps.html#nslp> nor <http://www.p12.nysed.gov/comcontracts/comcontracts>.

The full RFP is available on the New York State Education Department web-site at: <http://www.p12.nysed.gov/funding/2018-19-student-support-academic-enrichment-grant/home.html>

182. I apologize if it's obvious, but I can't seem to find the RFP announced yesterday for the Student Support and Academic Enrichment grant. Is it on NYSED's website somewhere?

The full RFP is available on the New York State Education Department web-site at: <http://www.p12.nysed.gov/funding/2018-19-student-support-academic-enrichment-grant/home.html>

183. Can I get this full RFP for the RFP #GC18-018, grant?

The full RFP is available on the New York State Education Department website at: <http://www.p12.nysed.gov/funding/2018-19-student-support-academic-enrichment-grant/home.html>