

Questions and Answers Summary

PLEASE NOTE:

The RFP was amended on 11/5/21. Note the following changes:

- The grant application deadline has been extended by one week. Applications must now be submitted by **November 30, 2021, by 5:00 p.m.** Non-profit applicants must be prequalified by **November 30, 2021, by 5:00 p.m.**
- A scoring indicator was removed from the Program Narrative in **5) Program Management** (pages 42-43) and those points redistributed within that category. The same change was made to the Rubric in **5) Program Management** (pages 65-67). Please see **Question 17** in this Question and Answer Summary for details.
- The Goal Calculation Worksheet (page 105) has been corrected. We also posted the corrected form on the [P-12 website](#) on November 2, 2021.

General RFP

1. Narrative question 3(g) - Please define "antiracist strategies". Please give examples of "antiracist strategies".

- *The New York State Board of Regents launched an initiative to advance diversity, equity and inclusion in schools across New York State. As first steps in the initiative, the Board released a policy statement and a draft framework and call to action for all schools in New York State to develop policies that advance diversity, equity and inclusion as a priority in their schools.*
<http://www.nysed.gov/diversity-equity-inclusion/diversity-equity-and-inclusion-framework-and-policy-statement>.
- *The CR-S Framework creates student-centered learning environments that affirm racial, linguistic, and cultural identities; prepare students for rigor and independent learning; develop students' abilities to connect across lines of difference; elevate historically marginalized voices; and empower students as agents of positive social change.*
<http://www.nysed.gov/crs>

2. What happens if we stop running the program midway through the five-year period if the partnership ends?

- *The RFP specifies on page 47, "partnerships are expected to continue throughout the five-year period. Partnership Agreements must be for the full five-year term but should be reviewed annually. If material changes become necessary, such as the dissolution of a partnership or other changes, a revised agreement must be submitted to NYSED for approval along with letters from those named in the original agreement stating a mutual decision to amend or dissolve the partnership. If requesting to dissolve a partnership, a [Program Modification Request](#) must also be submitted to the Department's program office for approval." You may request to add a different partner at that time as part of the program modification request. A new partnership agreement would be required at that time and requires approval by the program*

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office. The application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement.

- 3. Is it possible for a statewide collaboration to apply for this RFP? For example, there are 7 Girl Scout Councils in NYS. We provide excellent programming and as a group, serve all the identified School Districts. We would like to model a statewide program. Do we need to apply as individual non-profits with a local LEA?**
 - *It would be possible for a local girl scout council to partner with one district or a consortium of districts. Another local girl scout council could submit another application to partner with a different school or schools. But there is no option for a statewide program.*

- 4. Within the program narrative, question 3e asks for plans to rebuild the resilience and hope of students following the COVID-19 pandemic. Can you provide examples of plans that would help programs to accomplish this?**
 - *The NYSED released a joint letter with NYS Office of Mental Health on April 16, 2021 offering guidance for supporting student mental health. This letter provides resources that can support the effort to rebuild resilience and hope. In addition, NYSED has released the Social and Emotional Learning (SEL) Benchmarks that provide guidance on incorporating SEL strategies in your curriculum for various grade level bands.*

- 5. Is a separate GEPA statement required, or does the response to question 5f [5e in the revised RFP posted with the Q&A] fulfill the need to explain how the program meets GEPA requirements? If a separate statement is required, how should that be uploaded?**
 - *The response to question 5f [5e in the revised RFP posted with the Q&A] fulfills the need to explain how the program meets GEPA requirements.*

- 6. Regarding number 2 of the three required program components - must the center address every item in that list, or can the center address those components that the program advisory committee identifies as priority for the school? (pasted below for reference)**

offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students;

 - *No, you certainly do not need to address all of those areas. Those are the areas of allowable activities. You should pick from among those that align with your priorities and student needs. You are required to provide all three components making up a 21st CCLC program; academic enrichment, additional services and programs (from the above list) and services for families of participating students.*

Application format/submissions

- 7. Does the text used in any data charts need to be double-spaced, or is single-spaced acceptable?**
 - *Page 36 of the RFP indicates, "The Template and charts can be single-spaced, using one-inch margins and Times New Roman or Arial standard font in 12-point."*

- 8. Can you clarify when charts are allowable? The RFP provides that charts can be used to display numerical data but they cannot be used for narrative purposes. Can you give an example of an allowable chart that displays numerical data?**
 - *Page 35 of the RFP notes, "an allowable chart would provide numeric data or an activity schedule." For example, demographic statistics about the student population would be numerical data.*

- 9. Are there content or format parameters for the budget narrative? Is there a page limit for the budget narrative? Should it be an uploaded PDF?**
 - *Please use the same format for the budget narrative as specified for the narrative format, which is double-spaced, paginated, using one-inch margins and Times New Roman or Arial standard font in 12-point. There is no page limit for the budget narrative and the budget narrative does not count toward the 25 page limit. Yes, it should be an uploaded in the portal as either a PDF or Word document.*

- 10. Since school districts are exempt from completing the Substitute W-9 can they simply upload a document stated that states "Name School District is a public school district and is not required to submit a Payee Information Form/NYSED Substitute W-9 Form."**
 - *Since the Substitute W-9 is not required for school districts there is no need to submit a statement claiming it is unnecessary.*

- 11. The grant requests a copy of our "Disability Insurance." We have a Certificate of Liability Insurance and Workmen's Compensation - will the Certificate of Liability Insurance document meet the requirements of the grant?**
 - *A Certificate of Liability Insurance does not meet the requirement. The RFP notes on page 33, the following are acceptable proof of Disability Benefits Coverage:*
 - **Form DB-120.1** – *Certificate of Disability Benefits Insurance; or*
 - **Form DB-155** – *Certificate of Disability Benefits Self-Insurance; or*
 - **CE-200** – *Certificate of Attestation of Exemption from New York State Workers' Compensation and/or Disability Benefits Coverage.*

- 12. Several forms request the Project #, Contract# and the Project Name. Where can these items be located? What are you looking for in Project Name- the Nita M. Lowey name or a name we give our project?**
 - *The Project # and Contract#, if applicable, will be assigned at the point of being awarded a grant. These can be listed as TBD until that time that the grant is awarded and the numbers are assigned. You will have an application number however when you set up your account in Survey Monkey Apply.*

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- *The Project Name is the name you give your project. It could include a school name or organization name or it could be a made-up name like the “The Scholars of PS 12”, for example.*

13. If we choose to fill this out by paper, should we mail it together with the other documents?

- *Applications submitted via mail will not be reviewed. Complete applications must be submitted electronically via Survey Monkey Apply portal.*
- *As stated in the RFP on pp. iii, “Instructions for submission are available at the Survey Monkey Apply Portal. Prospective applicants are advised that submission via the Portal is a multi-step process that includes completion of several online forms and upload of multiple documents, some of which require signatures and will need to be scanned prior to upload. Prospective applicants are advised to begin work in the online portal as soon as possible.”*

14. How do you add multiple applications in the Survey Monkey portal?

- *A single entity may submit multiple applications. If submitting multiple applications, you would create and submit each one separately so that each has a unique application number. You cannot batch submit more than one application at a time.*

15. In the Survey Monkey portal, there’s a separate upload for the Budget Narrative. Does the budget narrative format also have to follow the Program Narrative format of being double-spaced, paginated, using one-inch margins and Times New Roman or Arial standard font in 12-point?

- *Yes, please use the same format for the budget narrative as specified for the narrative format. The budget narrative will not, however, count toward the 25-page limit. There is no designated page limit for the budget narrative. However, you are advised to be as succinct as possible.*

16. Throughout the RFP document, it noted to “please see the Instructions for Electronic Signatures document posted with this RFP,” but do not see it. Please advise the page number of where we can locate these instructions.

- *The Instructions for Electronic Signatures document can be found on the same webpage as the other RFP documents, <http://www.p12.nysed.gov/funding/2022-2027-21st-cclc/home.html>*
- *Actual doc link: <http://www.p12.nysed.gov/funding/2022-2027-21st-cclc/nysed-rfp-gc-22-001-instructions-for-e-signatures.pdf>*

Application Section 3c and 5a

- 17. The same scoring indicator is listed under “Key Elements of Program Design” as Scoring Indicator 3(c) and under “Program Management” as Scoring Indicator 5(a). This is the language in both: “Describe how the program is based upon an assessment of objective data regarding the need for before and after school programs (including during summer recess periods) and activities in the school and communities. Include plans for conducting annual needs assessments and other measures to ensure that the program remains aligned with potentially shifting needs of the target population while still aligning with the original goals**

and objectives of the grant.” Does NYSED want applicants to answer this question twice, once in the Program Design section and again in the Program Management section? It seems like this indicator is appropriate to Program Design but not to Program Management.

- *A revised RFP is being posted with this Q&A. It removes 5(a) and redistributes those two points in both the Program Narrative section and the Rubric within Section 5.*

Requests for Assistance

18. Where can we read more about the definition of a CCLC?

- *Information about the 21st CCLC program, authorized under Title IV, Part B of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA) of 2015 can be found on the RFP page:
<http://www.p12.nysed.gov/funding/2022-2027-21st-cclc/home.html>.
21st Century Community Learning Centers is a federally funded program which supports the creation of community learning centers that operate programs for students, particularly those who attend high-poverty and low-performing schools, and their families. By providing tutoring and other academic enrichment activities along with a broad array of youth development opportunities that complement their regular academic programs, these centers help students meet state and local student standards in core academic subjects, such as English language arts and math. In addition, literacy and other educational services are offered to families of students participating in the program.*

19. Does the programming provided by a partnership constitute a CCLC? Are there requirements about the location/brick & mortar for a CCLC?

- *You have to have a consistent location(s). There are no specific requirements about the location/brick and mortar for a CCLC beyond what is stated on p. 17 of the RFP: “If the 21st CCLC activities take place in a school building, all staff must be trained in and be familiar with the School Emergency Response Plan and its emergency procedures. If the proposed program is located at a site other than a school building, an Emergency Response Plan must be developed as per New York State’s SACC regulations (see below for more information) and program staff must be trained to follow its procedures prior to commencing programming at the site(s). Programs in a school building that are run by a provider who does not have a SACC registration must also comply with NYSED laws and regulations for schools concerning health, including but not limited to medication administration, and training requirements for unlicensed staff to administer epinephrine auto-injectors and glucagon to students with orders for such.” In addition, on page 18, the RFP states, “If the lead applicant is an LEA intending to provide services at a location other than the school building, and proposes to serve seven or more children under the age of 13 beyond school hours, the applicant must obtain School-Age Child Care (SACC) registration in accordance with New York State Office of Children and Family Services (OCFS) Regulations at 18 NYCRR Part 414.” Be sure to identify your site(s) and the target number of students on the Program Site(s) Form (Attachment 6).*

20. Is there any other opportunity to ask questions if a question comes up after today?

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- *No additional questions can be accepted past the deadline apart from those related to compliance with the M/WBE requirements. As stated in the RFP, all questions must be submitted to 21CRFP@nysed.gov before 10/13/2021 at 5 p.m. NYSED or Survey Monkey Apply may be able to provide technical assistance with application submission. Any questions related to technical issues with the SMA system should be directed to the help center on SMA.*

21. I wanted to reach out to request the rate of acceptance of the 21st CCLC grant. For instance, how many awards on average do you receive per year and how many of those are accepted.

- *There is no way of predicting the rate of acceptance. It depends on how many applications are received. Funding continues down the list based on final scores within each Judicial District until the funding runs out. In the last round of competition from 2016, about 140, a third of all applications, were funded.*

22. I was able to listen/view the technical assistance webinar until minute 27. It keeps going, but there is no voice after this, and it doesn't continue the slides.

- *The technical problem with the webinar and slides was resolved on October 4. [Click here](#) to access the webinar.*

Location

23. Do all schools need to be in the same district in NYC or just in the same borough?

- *It is not necessary that all schools in your application in NYC be from the same district. In addition, if you have schools from more than one borough or judicial district (JD), the JD in which the majority of the students to be served are located would determine the JD within which your application would be competing.*

24. Can a lead applicant request rent expense to host the program at the partnering school site if the partnering school owns their building?

- *Yes. The RFP notes on page 24, "For the purpose of this RFP, program space rental and school usage fees are also considered a direct cost" Also on page 25, "Direct services by the lead fiscal agent can include costs connected 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."*

25. Should program offerings take place in the school, or can they take place at another site?

- *Programs may take place in the school or at another site. As stated on p. 17 of the RFP, "If the 21st CCLC activities take place in a school building, all staff must be trained in and be familiar with the School Emergency Response Plan and its emergency procedures. If the proposed program is located at a site other than a school building, an Emergency Response Plan must be developed as per New York State's SACC regulations (see below for more information) and program staff must be trained to follow its procedures prior to commencing programming at the site(s). Programs in a school building that are run by a provider who does not have a SACC registration must also comply with NYSED laws and regulations for schools*

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concerning health, including but not limited to medication administration, and training requirements for unlicensed staff to administer epinephrine auto-injectors and glucagon to students with orders for such.” In addition, on page 18, the RFP states, “If the lead applicant is an LEA intending to provide services at a location other than the school building, and proposes to serve seven or more children under the age of 13 beyond school hours, the applicant must obtain School-Age Child Care (SACC) registration in accordance with New York State Office of Children and Family Services (OCFS) Regulations at 18 NYCRR Part 414.”

26. Can you provide insight into whether 21st CCLC should be proposed to be run in a school building or a community center? Is there a bias one way or the other?

- *There is no advantage whether your program takes place in a school building versus another location such as a community center.*

27. The RFP stipulates, on Page 4, that "there may be only one 21st Century in a school building". What if a school has multiple schools in that building, does that statement still hold true for this RFP? So, to be clear, can there be multiple 21st Century contracts with different CBO partners for a school building that has more than 1 school (DBN) in it?

- *Yes, there can be multiple 21st CCLC contracts with different CBO partner for a school building that has more than one school in it.*

28. Can any 21st CCLC-funded activities take place off-site, such as an internship or apprenticeship?

- *Internships or apprenticeship activities may take place off-site as required. SACC registrations would not be required in such instances if the students participating in the internships or apprenticeships are over the age of 13 and/or are fewer than seven students at the off-site location. On page 17, the RFP states, “If the 21st CCLC activities take place in a school building, all staff must be trained in and be familiar with the School Emergency Response Plan and its emergency procedures. If the proposed program is located at a site other than a school building, an Emergency Response Plan must be developed as per New York State’s SACC regulations (see below for more information) and program staff must be trained to follow its procedures prior to commencing programming at the site(s). Programs in a school building that are run by a provider who does not have a SACC registration must also comply with NYSED laws and regulations for schools concerning health, including but not limited to medication administration, and training requirements for unlicensed staff to administer epinephrine auto-injectors and glucagon to students with orders for such.” In addition, on page 18, the RFP states, “If the lead applicant is an LEA intending to provide services at a location other than the school building, and proposes to serve seven or more children under the age of 13 beyond school hours, the applicant must obtain School-Age Child Care (SACC) registration in accordance with New York State Office of Children and Family Services (OCFS) Regulations at 18 NYCRR Part 414.”*

Multiple Schools/Multiple Applications

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29. I wanted to inquire about the number of applications required to submit. I see that some of the forms in the Survey Monkey portal allow multiple schools to be included; however, I also see that a separate NOI is requested for each application.

- *The Survey Monkey Apply site allows for an application to include all schools you propose to serve under that application. The NOI is a separate submission within Survey Monkey for each application. You may apply for more than one grant as long as you are not applying for more than \$1.2M in 21st CCLC funding. Or you can apply for one grant that proposes to serve more than one school.*

30. For the 21st Century RFP, we intend to apply for multiple schools. Do you recommend submitting separate proposals for each school or combine them into one? Or group them together by school district?

- *If the program will serve more than one school but the programming is very consistent across the schools, it may make sense to submit one application that presents all participating schools as one grant/program. However, if the schools you are proposing to serve have very different needs, are spread out over a wide geographic area making managing and supervising the schools as one program unwieldy, we would suggest separate applications. You may apply for more than one grant as long as you are not applying for more than \$1.2M in 21st CCLC funding combined.*

31. May community-based programs serve students from multiple schools?

- *Yes. A CBO may serve students at more than one school and even in more than one school district. If an applicant proposes to serve students in a district that has schools in different JDs, the applicant will compete in the JD in which a majority of the students to be served attend school. This will be determined by entries made in the Participating Schools Form (Attachment 3). See the Eligible Schools section on page 4 for further details and requirements.*

Vendor/Partner

32. Can you be a vendor and a partner within the same grant?

- *No. If an organization is supplying services in addition to collaborating and planning grant programming with the lead agency, they are considered a partner, not a vendor. This is true even if the partner charges the lead agency for services they provide.*

33. Can one organization be a vendor within one grant and a partner within another?

- *Yes. A single organization may be a vendor in one grant and a partner within another.*

34. Can a grant be written with only a district (or schools) and one or a few partners? (no vendors)

- *As stated in the RFP, the district must have at least one partner. But vendors, other than the independent evaluator, are not required.*

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35. Please provide clarity on the difference between a partner and a vendor. The webinar mentions "a considerable amount" as the difference between a partner and a vendor? What is a considerable amount to be considered a vendor versus a partner? A cap would be helpful to eliminate confusion between these two terms. Is \$100,000 considered a considerable amount?

- *The difference between a vendor and a partner is not monetarily defined. If an organization is working with the lead agency to plan and develop the program- in addition to any services they may provide- they are a partner. If an entity is providing a service (e.g., dance lessons), but is not involved with any other planning with the lead agency, they would be considered vendor and not a partner. There is no cap for vendors.*

36. Can direct student service providers be considered vendors and not partners? The webinar mentions the dance club as an example, but a dance club cannot be implemented without involvement of the provider in planning and implementation. Is it safe to assume that only providers of professional development and parent literacy services can be vendors in this grant?

- *Direct student service providers can be considered vendors. In the dance activity example, yes, there would be coordination as far as when and what will be delivered, but the vendor in this case might not be involved in other program plans or decisions. They would be a vendor providing a limited slate of direct student services, whereas a partner might provide a majority of the direct services to students, requiring more collaborative planning and decision-making regarding the grant as a whole.*
- *No, it is not correct to assume that only providers of professional development and parent literacy services can be vendors in this grant. A vendor might provide one type of activity, like cooking classes or dance classes and not be the main program provider of direct services and not be a partner, which involves collaborative program planning and decision-making.*

37. Is there a limit on how much funding is allowed, or a percentage of budget limit, or a fiscal cap for vendors similar to the \$1,200,000 cap for partners and lead agencies?

- *As stated in the RFP on page 25, "... a lead agency cannot act as a flow-through for grant funds to pass to other recipients. NYSED has established a minimum level of direct service of 25% to be provided by the lead fiscal agent, also referred to as the 'lead agency'. Services provided by partners or vendors of the lead fiscal agent may not be applied to the 25% minimum direct service." If a vendor is the main provider of services, we would expect them to be involved as a partner organization, not a vendor, and this would require a partnership agreement. Vendors are not subject to the same \$1,200,000 cap for applications as lead applicants and partners.*

38. Can a for-profit company (lead) include other non-profit and for-profit companies in its submission? If so, in what capacity? Partner-partner capacity or partner-vendor capacity similar to the other types of organizations?

- *On page 36 of the RFP, it states, "For-profit applicants are limited to a minimum annual award of \$50,000 and a maximum annual award of \$400,000. Each eligible application from a for-profit organization must partner with an LEA and must serve*

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students at least 2/3 of which attend a Title I school.” The for-profit must have a school as a partner but can also include other non-profit or for-profit organizations as either an additional partner with whom to collaborate, or as a vendor of a particular service. For-profits may only apply for \$400,000 in total as either lead applicant or partner.

39. Does a for-profit company have to provide in-kind services to be considered in the grant? What types of in-kind services does a for-profit company typically include? Can you provide an example?

- *No, a for-profit company does not need to provide in-kind services.*

40. Does a for-profit entity have to partner with another agency to apply? Or can it work with schools and include an MOA or LOI in the RFP as proof of the intended relationship?

- *A for-profit entity does not need to partner with another agency besides the required school partnership. They must have a signed Partnership Agreement with the school. On page 36 of the RFP, it states, “Each eligible application from a for-profit organization must partner with an LEA and must serve students at least 2/3 of which attend a Title I school”, or a school on one of the eligible schools’ lists. Here is the Complete List of Eligible Schools, as of September 15, 2021.*

41. Do you require an MOA or a LOI of all the parties that intend to work with each other?

- *As stated on page 47 of the RFP, “All partnering schools, districts and agencies must agree to and sign a detailed Partnership Agreement with the applicant agency....Partnership Agreements must be signed by principals of all participating schools, superintendents of participating school districts, and authorized representatives of non-LEA partners. Partnership Agreements must be for the full five-year term but should be reviewed annually. If material changes become necessary, a revised agreement must be submitted to NYSED for approval along with letters from those named in the original agreement stating a mutual decision to amend or dissolve the partnership. If requesting to dissolve a partnership, a Program Modification Request must also be submitted to the Department’s program office for approval.” These signed partnership agreements are part of the mandatory submission documents. Regarding vendor subcontractors, your organization would have a contract with that organization but there is no need to submit vendor contracts to NYSED.*

42. What happens if an applicant is transitioning from a For-Profit to a Non-Profit agency and would be considered a Non-Profit agency prior to being awarded?

- *The status of the organization at the time of the application would determine its funding category.*

43. I have a question on "Partner" vs "Vendor" language in the RFP. Can a "Vendor" provide direct student support services? Is there a maximum amount that said Vendor can provide before s/he is considered a partner?

- *A vendor can provide direct services (e.g., dance lessons). A partner typically will provide a larger portion of the direct services than a vendor and will also be involved with collaborative planning and decision-making with the school district. The collaboration is*

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the critical piece that distinguishes a partner from a vendor. The partner would for example attend Quarterly Advisory Board meetings whereas a vendor would not. The lead applicant must provide 25% of direct services, so partner and vendor services cannot exceed 75% of direct service provision.

Private schools

- 44. Regarding the Private School Consultation form, must we consult only private schools within the district boundaries or any private schools that students residing in the district attend?**
- *Students who attend private schools in the area to be served by the proposed program are eligible to attend the program. You are only required to consult with private schools located in the area to be served. For purposes of this RFP, “area to be served” is defined as the district served by the application.*
- 45. If a program proposes to support high school students and there are no private schools serving high school aged students in the district boundaries, do we have to consult the private schools serving younger aged students anyway?**
- *No, since the program is not designed for these age groups, they would not be eligible to attend. Only private schools serving students eligible to be served by the proposed grant program, in the area to be served, must be consulted.*
- 46. For Attachment 4 (the Private School Consultation Form), for “area to be served,” how is area defined? Which schools do we have to reach out to? Does that refer to district boundaries, or the Title I catchment area (or another definition)? Do we have to contact the private schools only if they are located within district boundaries, or is it necessary to contact them if they have any students from our district attending?**
- *Students who attend private schools in the area to be served by the proposed program are eligible to attend the program. You are only required to consult with private schools located in the area to be served. For purposes of this RFP, “area to be served” is defined as the district served by the application.*
- 47. Regarding community-based organizations that are applying in partnership with nonpublic schools, are they required to consult with other private schools in the designated area? Are they supposed to fill out this form?**
- *Yes. Students who attend private schools in the area to be served by the proposed program are eligible to attend the program. Only private schools serving students eligible to be served by the proposed grant program, in the area to be served, must be consulted. If any private schools are located in the area to be served, the applicant is expected to consult with the private school offices during the design and development of the proposed program on such issues as needs identification, services to be offered, service delivery, program assessment, and scope and size of services to be provided to private school citizens.*
- 48. We noticed in the online portal that we must reach out to any private/parochial schools in a school district’s geographic area to ascertain their interest in participating. We are preparing a consortium grant with 6 school districts. All 6 school districts meet the priority**

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points. There are 3 parochial schools within the geographic boundaries that we are reaching out to. If they do want to participate does this affect our priority points?

- *Since all 6 school districts meet the priority points, you are likely to have 2/3 of the students attending schools on the priority points lists even with student from the parochial schools attending. Parochial schools tend to have smaller numbers of students. Just by consulting with these schools does not guarantee that they will have an interest in participating.*

49. Do Catholic schools fall under the private school category? Are Catholic schools that serve an enrollment of over 40% FRLP eligible to apply?

- *Yes, Catholic schools fall under the private school category. Yes, Catholic schools that serve an enrollment of 40% FRPL are eligible to apply.*

50. Can a 21st CCLC program operate in private parochial schools if they say yes to participating when asked?

- *Yes.*

Award Amount/Budget

51. Is the total budget amount of \$1.2M static for the 5 years of the grant or can the amount increase incrementally based on increases in costs?

- *The \$1.2M annual cap is static for the 5 years of the grant. It will not be increased.*

52. Is the maximum \$2,100 per student amount for the first year only? Can the amount increase incrementally over the 5 years? If the applicant requests the total per pupil amount - will there be awards by the state for less than what the application asks for? (If I ask for \$1,200,000 is there a chance the state will award the grant but for a lesser amount?)

- *The \$2,100 per student applies to all five years of the grant. There will be no increase. If you are awarded a grant, it will be for the full amount unless your score is the last one funded in the judicial district (JD) in which you fall and the funding for that JD is not enough to fully fund your program. As per the RFP p. 35, "Applicants will be funded in rank order until the funds are exhausted in each JD. In the event there are insufficient funds to fund the next ranked applicant in full, the next ranked applicant in that JD will be given the opportunity to operate a smaller program using the remaining funds.*

53. Regarding this quote on page 2, "A decrease in funding for any subsequent funding year will result in a proportional reduction to all funded projects based on total annual budget," will grantees be expected to continue providing the same level of services or will they be able to reduce the services proportionately?

- *In the event that federal funding for this program is substantially reduced, resulting in NYSED proportionally reducing all funded projects based on total annual budget, subgrantees would be allowed to reduce their services proportionally.*

54. Bottom of page 4: "Schools that will have grant funding for out of school time activities at the anticipated start date of July 1, 2022 from another State or Federal source must clearly justify the need for another funding source in the same school..." What qualifies as another State or

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Federal funding source? These schools are already served by Federal Title I funds and receive other Federal Title funding therefore they are, by default, receiving another State or Federal funding source.

- *The reference to other Federal funding is not referring to Title I or other Title funding but rather other out of school time/afterschool/extended day funding such as Advantage, Empire, ESD/SVP, CYCD, SONYC, Beacon, ELT, etc.*

55. Why was the funding allocation changed from the Round 7 version of percentages to three categories (NYC, Big 4, RoS) to this version with 13 Judicial Districts?

- *This was done to more fairly distribute funds throughout the state, bringing these resources to all areas with high numbers of disadvantaged students. By lumping together all of Rest of State outside of the Big Five cities of NYC, Buffalo, Yonkers, Rochester and Syracuse, as was the case in previous rounds, there were many areas of the state that received no funding at all.*

56. Would you please explain the formula for calculating the percentage of funds each Judicial District is being allocated under Round 8? What is the source of this data and when was it gathered?

- *Percentage of all economically disadvantaged students statewide was calculated using the preliminary BEDS Day snapshot data for the 2020-21 school year as generated on January 11, 2021 from the Student Information Repository System (SIRS).*
- *For each Judicial District, the total number of economically disadvantaged students enrolled in grades PreK-12 on BEDS day was calculated as a percentage of the total number of economically disadvantaged students enrolled in grades PreK-12 statewide.*

57. Were any other funding allocation strategies (besides the 13 JDs) considered?

- *Yes. NYSED considered using the funding formula used in the previous round but wanted to explore ways to get the funding to the areas with the most need in the fairest way possible.*

58. The RFP reads that in a JD with a Big 4 city, that city could receive anywhere from 40% to 100% of the funding allocated to that JD. What funding is protected for areas outside of a city in a JD with a Big 4 city in it?

- *The allocation specifically for the Big 4 City meets the percentage of disadvantaged students in that city. Areas outside of a Big 4 city in that JD have the opportunity to compete for the funds in that JD. Funding will be distributed based on the relative scoring of each application in the JD. Further, there may be some high needs rural areas or other districts within the JD which would qualify for priority points.*

59. Is there an annual set-aside per year statewide to be shared among for-profit awardees, as there was in Round 7?

- *For Round 8, for-profits and non-profits are competing together rather than having a separate set-aside for for-profit organizations.*

60. Does the \$1.2M cap on applications include subcontracting and/or serving as a vendor, or just serving as a lead or a partner?

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- *The \$1.2M cap applies to those entities serving as a lead applicant or partner. It does not apply to vendors. If an organization is working with the lead agency to plan and develop the program- in addition to any services they may provide- they are a partner. If an entity is providing a service (e.g., dance lessons), but is not involved with any other planning with the lead agency, they would be considered vendor and not a partner.*

61. Can we combine 21st CCLC funds with other municipal funding sources (for example, in the context of NYC, SONYC, Beacon, or other DYCD funding sources) to serve additional students?

- *You may coordinate your 21st CCLC funding with other municipal funding sourced programming if there is the need to serve additional students, but you must document all of your 21st CCLC expenditures separately. here are reporting requirements that require following strict accounting principles for all federal funding. In addition, on page 4 of the RFP it states, "Schools that will have grant funding for out of school time activities at the anticipated start date of July 1, 2022 from another State or Federal source must clearly justify the need for another funding source in the same school..." This was put in place to avoid participation shortfalls because other programs in the school are competing for students when other schools have no afterschool services at all for their students and to ensure the programming is supplementing and not supplanting existing services.*

62. If a site currently had funding (e.g., municipal or private funding sources) of \$100,000 to serve 100 students, could it still request \$210,000 in 21st CCLC funds to serve those 100 students or can it apply for 21st CCLC funding to serve an additional 200 students.

- *As stated on page 19 of the RFP, "Funds must supplement, not supplant, existing services and may not be used to supplant federal, state, local, or nonfederal funds. It is difficult to imagine a justification for requesting \$210,000 to serve the same 100 students without running the risk of supplanting existing services. However, you could apply for 21st CCLC funding to serve an additional 200 students or a different cohort of students if you provide a compelling justification. As per the RFP, "Schools that will have grant funding for out of school time activities at the anticipated start date of July 1, 2022 from another State or Federal source must clearly justify the need for another funding source in the same school..." You could propose to serve different grade levels or possibly the same grade levels if the current funding is unable to serve all the students in those grade levels that are requesting afterschool programming. All fiscal records related to 21st CCLC funding must be coded/documented and reported separately.*

63. If a site currently had funding (e.g., SONYC, Beacon, DYCD funding) could it still request 21C funds if the blending of the funds results in a cost per student that is more than \$2,100?

- *If requesting funds for a site that already had funding (e.g., SONYC, Beacon, DYCD) you could request funds to serve additional students, but not the same students, if you are able to justify a need for serving additional students. As per the RFP, "Schools that will have grant funding for out of school time activities at the anticipated start date of July 1, 2022 from another State or Federal source must clearly justify the need for another funding source in the same school..." \$2,100 per student is the amount that is considered necessary to provide the three required components of 21st CCLC programs.*

64. What would constitute “not demonstrating adequate performance” that would result in the loss of funding?

- *Loss of funding is a last resort and is a very rare occurrence. There are numerous opportunities to receive technical assistance to support any subgrantee that is experiencing difficulties submitting budgets and reports on time and achieving compliance on indicators found on the Site Monitoring Visit (SMV) template. All subgrantees will receive at least one SMV over the course of the five-year grant cycle. Following the SMV, subgrantees will receive a report with areas of partial or non-compliance indicated. They must then submit an Action Plan that outlines the steps they will take to come into full compliance. They have six months to document that they have taken the necessary steps toward full compliance. Technical assistance is provided upon request. If after six months and efforts to provide technical assistance, the subgrantee is still not in compliance, the subgrantee could lose their funding.*

65. (FS10): We are a BOCES serving as lead applicant, partnering with one School District. On the FS-10 Budget form would we put the Salary and Benefit costs of personnel employed by the district but working for the 21st CCLC grant under code 15 and code 80 or under code 40 as a purchased service since we reimburse the district? Does this apply toward the 25% direct student services amount?

- *Salary of school district personnel would go under Code 40 purchased services if the BOCES is the lead fiscal agent. Since the lead agency is the BOCES, it would not count toward the 25% direct services of the lead agency.*

Direct Service/Administrative Cost/Indirect Cost

66. Do transportation costs count toward the 25% “direct student services”?

- *If referring to “direct service by the lead applicant” on the Composite Budget, which must be at least 25% of the total budget, then yes, transportation costs incurred by the lead applicant can count toward the 25% direct student services. If transportation services are subcontracted, it would not count toward direct services by the lead applicant, as it would be a purchased service.*

67. Does the cost for data manager count toward “direct service”?

- *If the data manager has direct contact with students in addition to managing the data, that position would count toward direct service. If the data manager works with the data only, with no role that includes working with students, then that position would be an administrative cost.*

68. Is there a minimum that is expected for direct service to youth?

- *There is no minimum for direct service to youth, but the lead agency must provide at least 25% of the total budget in direct service to youth and their families while also staying under 10% for administrative costs (including indirect costs), 5% for planning and professional development costs and between 6% and 8% for evaluation. Purchased service providers (either partner or vendors) can also provide direct services to students,*

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so that the “direct service to youth” is actually a combination of services by the lead applicant, its partner(s) and vendor(s).

69. If a lead applicant develops a comprehensive program and hires a school district’s teachers to staff the program, and the district invoices the lead applicant for the cost of the program teachers, does this count toward the minimum 25% direct services?

- *The cost of the teachers would not count toward the 25% in direct services, as this would be purchased services. However, if the lead applicant hires a program director and/or the education liaison to develop and facilitate implementation of the curriculum, and hires site coordinator(s) who oversee implementation on site, the cost of these positions plus their employee benefits would count toward the 25% direct services. If the lead applicant also provided supplies and materials, equipment, or transportation, these could also count toward the 25% direct services.*

70. This is not sub granting or “flow through” since the lead applicant is developing and administering the program.

- *That is correct.*

71. If, for example, there are 250 students - this is \$2,100 x 250 = \$525,000. Taking the indirect cost expense into account, the administrative allocation would come to just under \$40,500. Is this an accurate estimate and, if so, is the expectation that the grantee covers the remainder of the administrative costs associated with managing this grant through funding unrelated to this grant? Or is it possible to include administrative costs related to the various positions required through a different part of the grant? If not, is there any flexibility in increasing the administrative cap so that these staffing costs could be covered?

- *It is difficult to know if your estimate is accurate without knowing your Indirect Cost rate. If the entire amount requested in the application was \$525,000, the administrative cap would be \$52,500, which would include indirect costs. The administrative cap will not be increased, and elements contained within the cap cannot be moved to different parts of the grant. It is our expectation that program needs can be met within the administrative cap.*

72. Does the 10% cap on administrative expenses include the salaries of the Program Director, Educational Liaison and any existing or new district administrator with direct supervisory responsibilities for this program?

- *The salaries of the Program Director, Education Liaison, and Site Coordinator are not included in the 10% administrative cap. A district administrator would count toward the administrative cap.*

73. Can some of the indirect costs, such as payroll expenses be written under purchased services?

- *If payroll services are contracted with another company specifically for the 21st Century program, that could be included under Purchased Services (Category 40). If payroll for the 21st Century program is handled as part of the agency’s overall operations, then that would be an indirect cost. Indirect costs are generally classified under functional categories such as general maintenance and operation expenses, general office and administration expenses, general overhead expenses and other allowable general expenses.*

74. Are PPE expenses allowable as part of the budget? If they are allowable, are there any restrictions on the type(s) of PPE that can be purchased?

- *Personal protective equipment would be considered an allowable expense, provided the equipment is necessary for the program and the cost reasonable. There are no particular restrictions other than the requirement that all spending be reasonable and necessary.*

75. The costs associated with one of our partnership agreements will include indirect administrative costs for managing the participants - does this have to be counted in our total indirect cost cap of 10%.

- *No. NYSED does not require a breakdown of costs by the partner agency. Some partner agencies have lump sum contracts so that it is not known what portion of that would be for administrative expenses. The 10% administrative cap only applies to the lead applicant. To clarify, there is a 10% cap on administrative costs. Indirect costs, which have caps below 10 percent, are included within that 10%.*

76. Indirect costs are identified as costs that benefit more than one program and, therefore, cannot be readily assigned to one specific program. Examples: photocopier, clerical support, electricity. Our clerical is assigned to each building and supports one program - does that fit the criteria of direct support?

- *If it is a person working on this grant specifically, then it is a direct cost on your FS-10 Budget. They would be included under salaries (Category 15 or 16). However, they would be considered an administrative cost on your Composite Budget and included in the 10% cost cap. If the clerical assistance is coming from elsewhere in the organization by someone not working directly on the program, then it is an indirect cost. Indirect costs are generally classified under functional categories such as general maintenance and operation expenses, general office and administration expenses, general overhead expenses and other allowable general expenses.*

77. If the maximum allowable Indirect cost is 10% and the state recently increased the indirect cost to 3.1% [generally districts use this for financial administrative management of the grant] and the evaluating agency is allowed to bill up to 8% of the total grant allocation that leaves the district without funding for the indirect costs associated with operating the programs at the building levels. For example, clerical costs associated with scheduling, parent communication and transportation issues. Can clerical support be considered direct support because they communicate directly with families?

- *To clarify, there is a 10% cap on administrative costs. Indirect costs, which have caps below 10 percent, are included within that 10%. The independent evaluator is neither an administrative cost nor an indirect cost. There is a separate Program Evaluation Cost Cap of 6% to 10% (refer to page 25 of the RFP.) An applicant's Indirect Costs, based on the rate provided by NYSED and/or outlined in the RFP, are part of the 10% cap for administrative costs. If there are clerical staff working specifically on this grant, they can be listed under salaries in the FS-10 budget, but they would be included as part of administrative costs on the Composite Budget. Otherwise, those contributions would fall under indirect costs. If the clerical support regularly interacts with students and their families, it could be considered as direct service.*

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78. Are field trips an allowable expense if students are participating in a program (e.g., Dance ---> Alvin Alley Dance)

- *Field trips are an allowable expense provided they are reasonable and necessary to meet the goals and objectives of the grant. Code 46, Travel Expenses, specifically includes pupil transportation expenses and conference costs. It also includes other costs related to student participation in educationally related field trips.*

79. Is transportation an allowable expense?

- *Transportation is an allowable expense. See the chart on page 19 of the RFP. Code 46, Travel Expenses, specifically includes pupil transportation expenses.*

80. Regarding the MWBE goals worksheets on pp 105-106: “for the purposes of the 21st CCLC grant, the salary and fringe benefit exclusion applies to the expenses of the lead applicant as well as any approved partner organizations,” does this mean that the salary/benefits of the partner school district personnel (not necessarily lead applicant personnel) working for the grant count toward the 25% direct service requirement?

- *You may be asking about two different things. From page 25 of the RFP, “NYSED has established a minimum level of direct service of 25% 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 25% minimum direct service.” However, in the M/WBE package, lead applicants are allowed to deduct the costs of salaries and fringe benefits of partner organizations on the Goal Calculation Worksheet, thereby reducing the amount of the discretionary budget. Indirect costs, rent, lease, and utilities costs incurred by partner organizations cannot be deducted. Please keep in mind that this applies to only partners, those who are meaningfully involved in the planning and implementation of the project, and not vendors.*

Evaluator/Evaluation/Data Management

81. Do you have a list of current 21st CCLC independent program evaluators?

- *We do not provide a list of current 21st CCLC evaluators so that it does not appear that we are promoting some evaluators over others. It is suggested that you reach out to the New York Consortium of Evaluators for advice on finding suitable evaluators.*

82. Can an evaluation vendor evaluate more than one 21st Century Community Learning Center grant from the Round 8 RFP?

- *Yes, an evaluation vendor could evaluate more than one 21st CCLC program provided they have the resources/staff that would be necessary to meet all of the evaluation requirements as set forth in the Evaluation Manual and Addendum.*

83. Evaluators are required to ensure that the objectives are SMART and discuss alignment with the objectives in their evaluation write-up, but the RFP is not clear about the fact that evaluators should also be involved in developing the table of objectives. Evaluators should not be addressing in their evaluation section objectives that they did not work on. In other words, evaluators cannot be required to write the evaluation section without being involved in the

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development of the table of objectives. Further clarity on the expectation for evaluators is needed.

- *Your point is well taken. The evaluator should be involved in the development of the table of objectives, so that they are able to write SMART objectives and discuss alignment with the objectives in their evaluation plan.*

84. Would it be possible to provide more specific details on what is meant by data management? Please confirm that data management cannot include data entry since the evaluators could serve as data managers.

- *Data management does not include all of the various data entry tasks that programs must do, such as enrolling students, setting up activity sessions, taking attendance, etc. in EZReports, the on-line data collection and reporting system. Data management is an all-inclusive term that typically refers to overseeing the data entry, and being responsible for the quality control of the data, and ensuring that the data reporting requirements are met. Responsibility for the data collection, quality control and data reporting may be the responsibility of a program staff person with the necessary skills or a data manager hired for this purpose, or could be the responsibility of the independent evaluator if included in the applicant's contract with their evaluator. Evaluators are well positioned to take on this role, as they have the necessary experience working with data and understand the issues associated with collection, analysis and reporting.*

85. Is data management and quality control (if not assumed by the evaluator) considered an administrative expense?

- Yes

86. For the Evaluator/Evaluation subject to the Administrative/Indirect cost?

- *No, the evaluation is not included as an administrative cost. Evaluation has a separate cost category with its own cost thresholds. As stated in the RFP, "No more than 10% and no less than 6% of the total annual award may be used for independent program evaluation. The 10% threshold should only be used if the evaluation contract with the program specifies that the evaluator will be responsible for the data management and quality control of all data requirements of the program including local, State and Federal data collection and reporting. If that is not part of the evaluation contract, the cap is 8%."*

87. Are there professional requirements for an independent evaluator?

- *No, there are no professional requirements for an independent evaluator other than that they have experience evaluating educational programs, are able to write an evaluation plan that aligns with the Principals of Effectiveness and have the expertise and experience to perform the requirements as laid out in the Evaluation Manual and Addendum referenced on page 13 of the RFP.*

88. What constitutes an independent external evaluator? We operate independently as part of a national umbrella organization. Could the independent external evaluator be an employee of the national umbrella organization?

- *Yes, but only if the applicant can demonstrate clear and separate governance and oversight structures in place to prevent any conflict of interest or the appearance of a conflict of interest. This includes having staff specifically dedicated to the evaluation, distinct*

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organizational units and reporting structures, as well as other policies and procedures that eliminate any potential conflicts of interest or the appearance thereof. And they would have to follow all the requirements for evaluators set forth in the RFP.

89. Can an independent external evaluator be a vendor that is already doing business with an organization in another capacity (i.e., auditor, consulting firm)?

- *No, that would not be allowed, as an evaluator could potentially have a conflict of interest.*

90. Would it be possible to pay a 3rd party evaluator a salary instead of contracting with them as a consultant?

- *No. If an evaluator was paid a salary, they would no longer be an independent external evaluator. The RFP requires the external evaluator to be a vendor.*

91. What are the success indicators? We have our own metric for success indicators, are there specific state/federal success indicators?

- *There are federal indicators which have been set via the Government Performance and Results Act which can be found on Page 11 of the RFP. There are local indicators that would be program specific and must be aligned to the 21st CCLC objectives that can be found in the Goals and Objectives Table on pages 38-40 of the RFP.*

92. Can student improvement be measured via report card grades?

- *Yes, reports card grades could be used to measure student improvement and is in fact one of the indicators that is used in the GPRA measures in the form of improvement in GPA for students in grades 7-12. Report card grades could be used in the local program evaluation to measure student improvement for students in elementary grades since it aligns with the 21st CCLC objectives.*

93. Can an organization be both a PD provider and an external evaluator if the PD is provided by an entirely different department (capacity building) than the evaluation (research department) within the organization?

- *Yes, but only if the applicant can demonstrate clear and separate governance and oversight structures in place to prevent any conflict of interest or the appearance of a conflict of interest. This includes having staff specifically dedicated to the evaluation, distinct organizational units and reporting structures, as well as other policies and procedures that eliminate any potential conflicts of interest or the appearance thereof. And they would have to follow all the requirements for evaluators set forth in the RFP.*

94. If an applicant proposes an evaluation budget below the 6% minimum, will they be disqualified?

- *The requirement is 6%. Please plan your budget accordingly.*

Staffing

95. Can position descriptions be attached? If so, where would they be uploaded?

- *You can upload position descriptions or resumes as part of the program narrative or upload it as a separate file with the program narrative. The system can accommodate both options.*

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The resumes/job descriptions will not be counted as part of the program narrative page total.

96. What are the explicit mandatory staffing requirements?

- *Staff requirements can be found on page 15 of the RFP.*

97. Does Program Director require a Bachelors?

- *The position of the Program Director is described on page 15 of the RFP. There is no stated educational level requirement. However, programs should seek individuals with the experience and/or education to successfully manage and have ultimate responsibility for the program.*

98. Can the full-time project director position be split between two staff, with each of them serving 0.5 FTE?

- *It is preferable that one person have ultimate responsibility for the grant. If you can make a case for how the responsibilities of this position will be divided, who would have the ultimate responsibility and the justification for why two half-time positions are necessary as opposed to one position, this could be acceptable. Keep in mind that as stated in the RFP, "One program director may not oversee more than two subgrants of any size."*

99. What exactly would the educational liaison be responsible for?

- *The Educational Liaison is responsible for facilitating the linkage between the school day and out-of-school time programming. The education liaison would act as the main conduit between the program and the school to ensure ongoing alignment with the school's curriculum and regularly communicate with the principal to ensure that both the program's and the school's objectives are being met. The education liaison is expected to work with school personnel to identify potential program participants and communicate specific students' needs back to the program so the program can better serve those students and their families. The education liaison could be a member of your staff that has other duties within the grant. But there needs to be one member of your staff that would assume these duties.*

100. Can the Program Director also be the Education Liaison if it is a single-site program?

- *Yes, that would be acceptable as long as the applicant describes how the program director will assume the responsibilities of the education liaison and ensure that ongoing communication with the school will take place so that the program is continually aligned with the school day.*

101. Can the site coordinator also fill the role of education liaison?

- *Yes, that would be acceptable. Site coordinators are expected to be on site during program hours. The duties of the education liaison and some of the duties of the site coordinator would need to be conducted outside of those times.*

102. Can the Educational Liaison also be the 21st CCLC Site Coordinator?

- *Yes, that would be acceptable. Site coordinators are expected to be on site during program hours. The duties of the education liaison and some of the duties of the site coordinator would need to be conducted outside of those times.*

103. Is the Educational Liaison expected to be a member of the school staff?

- *The Educational Liaison may be a school staff member or may be from a partner organization. The educational liaison is expected to be the communication link between the school day and out-of-school-time programming. This person must be able to regularly communicate between school staff and the subgrantee program staff.*

104. Can the program [site] coordinator also fill the role of fiscal manager?

- *In smaller programs, this may be acceptable. It would be difficult in larger programs for one person to fulfill the duties of both positions. If the Site Coordinator were to serve in the role of the fiscal manager, the work associated with the fiscal elements of the program, which can be complex and time-consuming, may take away from the substantial responsibilities of the role of site coordinator. The site coordinator should be on site during program hours at all times.*

105. Can the education liaison be the data manager?

- *This could be acceptable if the one person has the necessary skills for both positions and can devote the necessary time to each role. It is up to the applicant whether to hire a part time data manager, combine data management duties with another staff role or to include the work of a data manager in the contract with the independent evaluator.*

106. Does the educational liaison have to be a discrete, additional position on the grant-funded program staff in order to meet the requirement?

- *No. The education liaison's duties and responsibilities can be performed by another member of your staff. That staff member just needs to be aware of the duties and responsibilities of those positions. Please indicate, for example, site coordinator/education liaison.*

107. Can the educational liaison be an administrator or counselor at the school building site? In the past, we have had assistant principals and principals serve in this role, who would not necessarily receive a stipend.

- *Yes, that is fine as long as they are fully aware of their responsibilities to this program.*

108. Can the site coordinator be the data manager?

- *In smaller programs the site coordinator could possibly be the data manager if they possess the necessary skills and have the time to devote to that work beyond being present on site for all programming taking place there. All programs must have a data manager. It is up to the applicant whether to hire a part time data manager, combine data management duties with another staff role or to include the work of a data manager in the contract with the independent evaluator.*

109. Can the data manager be a clerical or civil service title?

- *Data management can be anything from data entry to high level data analysis. Data management includes entering student enrollment data, entering program scheduling, entering daily attendance data, working with schools to obtain student performance data, doing quality checks on data entered, meeting data reporting deadlines, etc. Some data duties could be handled by a data entry person. Other aspects of the data*

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management for this program will require higher level analysis skills. Some of the program's data entry could be done by clerical staff. But a person designated to oversee that the data requirements for this program are met needs to be someone who has an understanding of all the data collection and reporting needs of the grant and can ensure that the data is accurate and available for federal reporting purposes.

110. Can the data manager (in a part time position) work on two different awarded grants at the same time?

- *There are significant data collection and reporting requirements associated with this grant. The person fulfilling the data management duties could possibly work on two different awarded grants if they had the necessary expertise and experience. The data manager position does not need to be full time.*

111. What are the specific task responsibilities of the data manager?

- *Please see the response to 109.*

112. Does each site need a dedicated Education Liaison or can the person fulfilling this role serve multiple sites?

- *The person filling this role could serve multiple sites.*

113. Can the Educational Liaison be a certified teacher who serves multiple school sites, but is not the Program Director?

- *Yes*

114. Can we budget for new staff during the school day including tutors and social workers to provide support for students during the school day through this grant project?

- *Yes, this could include hiring tutors and social workers to support students during the school day. However, you must qualify for the option to provide services during the regular school day by completing the Participating Schools Form and verifying that you are providing at least 300 hours of out-of-school time programming during the regular school year. If you are not providing at least 300 hours of programming beyond the mandatory school day hours, then you would not be approved for Extended Learning Time programming.*

115. For the positions listed on page 15, other than the Program Director, are these duties allowed to be shared by existing staff people?

- *Yes, duties for the positions on page 15 may be shared, including the program director assuming another role in some situations. Please see responses to questions 100-108.*

Priority Points

116. If a district is identified as a target district for a particular subgroup, does that count toward the "Competition Priorities" 3 extra points?

- *If the district is applying to provide services to a school or schools in the district that are designated as TSI, and if 2/3 of the students the grant was proposing to serve attended a TSI school, then yes, the district would be eligible for the 3 priority points. As stated on*

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page 7 of the RFP, Category One: 3 priority points will be awarded to applications that will serve students, at least 2/3 of whom attend a school (i.e., public school, private school or charter school) that meets one or more of the following criteria:

- **Comprehensive Support and Improvement (CSI) Schools**

As required by ESSA, the bottom 5 percent of schools in student performance are identified as CSI schools. Schools are identified as CSI Schools if they performed at level 1 on a combination of indicators, or for high schools, if all student groups' four-, five- and six-year graduation rates are less than 67 percent.

- **Targeted Support and Improvement Schools (TSI)**

A school can be identified as TSI if one or more of its student subgroups performs at level 1 on a combination of the new indicators. If a school was in Good Standing, it must have two years of low performance before the school can be identified as a TSI School.

- **Schools in Receivership**

117. Must the schools the program serves meet all three requirements? (i.e., schoolwide Title I, 40%FRPL and 40% econ disadvantaged)

- *No, as stated in the RFP, 2/3 of students the applicant proposes to serve must be on one of those three lists. "There are four tabs with lists at the following link: public schools and charter schools with at least 40% of their students who are economically disadvantaged; public schools and charter schools that are Title I Schoolwide programs; public schools and charter schools that have a FRPL rate of 40% or higher; and non-public schools that have a FRPL rate of 40% or higher. To be an eligible school, it must be on one of those lists. However, schools not on these lists can be included in your program as long as 2/3 of the students you propose to serve attend a school on one of these lists. In some cases a school may appear on more than one list."*

[Complete List of Eligible Schools](#), as of September 15, 2021.

118. Are the bonus points computed by 2/3 of the students served based on "Total Enrollment" or "Students to be Served by this Proposal" on the Participating Schools Form and are private schools, which can't meet the bonus point standard included in this computation.

- *Bonus points are given if 2/3 of the students to be served by this proposal (as listed on the Participating Schools form) attend schools that meet the various criteria for bonus points.*
- *Private schools are also eligible for priority points if they have a Limited English Proficiency (LEP) rate above 5%. See the tab for non-public schools in the List of Schools with Limited English Proficiency Rate equal to or greater than 5%. This link also appears on page 8 of the RFP.*

119. Our school is new, operating for the first time in the 2020-2021 school year. We qualify for priority points for the number of Limited English Proficiency students we serve. How can we be added to this list? We have data to demonstrate that our population is eligible though it is likely information may not have been available when the list was originally created.

- a. *Yes. Please submit data substantiating your claim and send it to the 21CRFP mailbox, Attention: Elizabeth Whipple.*

Hours/Days

120. What is the targeted attendance rate for the program?

- *There is no targeted attendance rate per se. However, there is a targeted number of student participants that each program must identify and base their budget on. In addition, it should be noted that any student not meeting the **15-hour minimum** would not be considered a participant for annual participation rate reporting purposes. If grantees do not meet 95% of their participation target for which their budget is based, their budgets will be reduced in the year that the shortfall takes place.*

121. What is the minimum number of weeks and/or programming hours for students in the 21st CCLC program?

*The federal sub-objective for this grant, which can be found on page 9 of the RFP, states "**Sub-Objective 1.5: Extended hours.** More than 75% of Centers will offer services at least 15 hours a week on average and provide services when school is not in session, such as during the summer and on holidays." It does not specify what the expectation is for number of weeks of programming. Some programs offer programming during the school year only. They typically start programming in September or October and go through May or June. Others start programming in the summer, which may offer a full day program for several weeks. During the school year they may offer programming 15 hours per week, M-F or operate for fewer than five days a week. Others may offer Saturday programming or full day programming during school vacations if there is the need during these school breaks. There are any number of options depending on the need of your school and community.*

122. Regarding Pg. 9: a) Sub-Objective 1.5: Extended hours. More than 75% of Centers will offer services at least 15 hours a week on average and provide services when school is not in session, such as during the summer and on holidays. What does "on average" mean?

- **Does this refer to a programmatic average, meaning the 21st CCLC must offer an average of 15 hours per week across all of its activities? Or does it mean individual students targeted for the program must be offered an average of 15 hours per week of services?**
- **If a center focuses its efforts on more intensive summer activities and the school year activities are less than 15 hours per week, will that count against the application?**
- *The 15 hours per week on average refers to a programmatic average. It is acceptable if a center focuses its efforts on a more intensive summer program and the school year activities are less than 15 hours per week. This will not count against your application.*

123. Pg. 23: Regarding School Year/Summer Unduplicated Count - we interpret this to mean that a single student counts one time regardless of when they attend the program. For example, if an individual student attends 15 hours in the summer and 12 hours during the school year, that student will have been considered to meet the target even though their attendance during the school year program didn't meet 15 hours. Is this understanding correct?

- *That is correct.*

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124. Does the provision requiring 300 hours of programming in order to be allowed to serve students during the mandatory school day mean that all students at the school need to be provided with 300 hours? Or 300 additional hours need to be offered to the school community?

- *It just means that 300 hours need to be offered to the school community not that all students in the school need to participate.*

125. Under what circumstances would it be allowable to use 21st CCLC funds to enhance the quality of an existing afterschool program by including additional activities and services, including all of those components required by the 21st CCLC funding stream?

- *You may coordinate your 21st CCLC funding with an existing program if there is the need to serve additional students, but you must document all of your 21st CCLC expenditures separately. There are reporting requirements that require following strict accounting principles for all federal funding. In addition, on page 4 of the RPF it states, "Schools that will have grant funding for out of school time activities at the anticipated start date of July 1, 2022 from another State or Federal source must clearly justify the need for another funding source in the same school..." This provision was put in place to avoid possible participation shortfalls because other programs in the school are competing for students while other schools have no afterschool services at all for their students. You could propose to serve different grade levels or possibly the same grade levels if the current funding is unable to serve all the students in those grade levels that are requesting afterschool programming. All fiscal records related to 21st CCLC funding must be coded/documented and reported separately.*

126. Regarding the 300-hour requirement, is it possible to offer 300 additional hours at the 21st CCLC site but expect that each student only attend for 100 hours?

- *Yes, the 300 hours refers to programming that is made available to all students. It does not refer to participation requirements. While not required that all students attend for 300 hours, you should not limit any student from attending the full 300 hours.*

127. Does the 15 hour a week requirement refer to each program site or to the totality of programs offered through the project?

- *The 15 hour a week requirement refers to the totality of programs offered through the project. You should aim for 15 hours a week if possible -- and if there is a need in your school community -- at a majority of your sites or provide programming in the summer or during school breaks that would add additional hours of programming throughout the year.*

128. Must every participating child receive 15 hours per week or 300 hours per year? Is there an option to provide a learning community to more students and provide fewer hours to each? Can the students receiving services change over the course of a year?

- *There is no requirement that every participating child receive 300 hours per year. The 300-hour requirement is only for programs that want to provide programming during the school day - in addition to 300 hours of out of school time programming already being offered. If applying for that option, it also does not require that every child receive 300 hours of out of school time programming, only that 300 hours is offered, in order to be eligible to provide 21st CCLC programming during the regular school day.*

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- *Students can change over the course of the year. The goal is to have students participate for the entire year so that they receive all of the benefits of consistent participation. But there are many reasons why a student may leave the program or may want to enter the program at any time during the year. Only students who attend for a minimum of 15 hours will be considered a participant and count toward meeting target participation numbers.*

129. Is there a minimum number of weeks in the school year that the 21st CCLC program must run?

- *No.*

130. Is there a minimum number of hours per year that programming must be delivered at each site? If so, is there a penalty for failing to achieve that number of hours?

- *The legislative intent is for the majority of sites to offer 15 hours per week, or if unable to do that, to offer additional programming in the summer or during school breaks. But there is no penalty if a program fails to achieve that goal. Applications will be scored based on the provision of services that align with the legislative intent.*

131. If a partner school has existing after school programming/contracts in place already, can a CBO partner with the school to provide weekend and/or summer programming to fulfill the 300-hour programming requirement?

- *Yes.*

132. Is it possible to combine the 300 hours during the school day using some extended school day hours plus Saturday and summer? Or does it need to be a total of 300 hours during the school day only?

- *Yes, you could combine expanded learning time offered before and after school with hours offered on Saturday and during the summer to meet the 300 hours required to be eligible to offer programming during the regular school day. The 300-hour requirement is only for programs that want to provide programming during the school day in addition to the 300 hours of out of school time programming already being offered.*

133. On page 22 of the RFP, it states that the minimum threshold for a student to be considered a participant is 15 hours, whereas throughout the RFP in other places, it says the minimum is 30 hours. Is there a difference in these requirements?

- *We have corrected the minimum number of hours a student must attend a 21st CCLC program to be counted as a participant from 30 hours to 15 hours on pages 10 and 22 in a revised RFP on the [P12 website](#).*

134. Can a learning center operate in the evening rather than immediately after school?

- *Yes. In fact, based on the needs of students and families, this may be preferable to some. High school students in particular may have afterschool jobs or babysitting responsibilities.*

135. Can a center operate on weekends/vacations /summers only or must there also be after school hours?

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- *A center could operate on weekends, vacations and summers only if there are valid reasons why such a schedule meets the particular needs of the students and families to be served.*

136. On page 39, Sub-objective 1.5: Extended Hours states that “Extended hours. More than 75% of Centers will offer services at least 15 hours a week on average and provide services when school is not in session, such as during the summer and on holidays.” It seems like we could run a program for just 20 weeks and fulfill the 300-hour requirement per year. With all of the staffing requirements and the per-student funding cap, we are concerned about making the budget work. But would a program run for only 20 weeks be competitive?

- *The 300-hour requirement is only for programs that want to provide programming during the school day - in addition to 300 hours of out of school time programming already being offered. The ‘15 hours a week on average’ is a federal legislative goal for this program. You could propose a program that only runs for 20 weeks but you would be competing for funding against programs that typically run for 30 – 35 weeks during the school year and then may offer summer programming as well.*

137. For sub-objective 1.5, to clarify, during the regular school year the center should be open an average of 15 hours per week. This 15 hours per week does not apply to holidays, school breaks, and summers?

- *The ‘15 hours a week on average’ mentioned in sub-objective 1.5 is a federal legislative goal for this program. It is not a requirement, per se. If you were offering additional programming during holidays, school breaks and summer, you would not need to feel bound to also offering programming for 15 hours per week.*

138. For sub-objective 1.5 is there a minimum time the center needs to be open during holidays, school breaks, and summer to meet this objective?

- *No. The objectives and sub-objectives are objectives for the State based on the Federal objectives. The program objectives are for individual programs to align their program objectives to these State objectives. You should strive to meet on average 15 hours per week but it is not an absolute requirement for funding. Summer programming and programming over school breaks are alternate ways to add additional hours. You should focus more on best meeting the particular needs of your students and their families - what types of programming do they need and when do they need it.*

139. Our School is composed of an Elementary School and a Middle School. For 21st CCLC, could our Middle School conduct programming for the Summer encompassing all components and then have programming for the Elementary School during the school year?

- *No. Your proposed program should make programming available to all students in your target population. You could propose two separate applications to serve two separate cohorts of students, one elementary and one middle school. However, we do not have a summer-only option. The options are school year only or school year and summer.*

140. Can a 21st CCLC program offer solely weekend and summer activities, as long as the 300-hour requirement is met?

- *The 300-hour requirement is only for programs that want to provide programming during the school day - in addition to the 300 hours of out of school time programming*

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already being offered. If that is what you are referring to when asking if the 300-hour requirement could be met with hours offered on the weekend and during the summer, the answer is yes. A 21st CCLC could offer solely weekend and summer activities if justification for the schedule explains how this best meets the needs of the target population to be served.

141. Can the district count student attendance in any after school or summer program toward the 15 hours, even if the program is funded through another funding stream (for example through the Cares Act or Extended School Day)?

- *No. The 15 hours of attendance in the 21st CCLC program is required for any student to be considered a participant and therefore count toward meeting participation targets which are calculated each year.*

Applicants may propose a program that blends funds to create a single seamless program that leverages both funding sources; however, applicants must be able to track funding and attendance separately. For example, if Extended School Day/School Violence Prevention (ESD/SVP) funds a dance activity within its larger program and 21st CCLC funds a robotics activity as one component of its larger program, and a student participates in both, that student must be enrolled in both ESD/SVP and 21st CCLC. If each activity lasts one hour, the student's attendance would reflect one hour in ESD/SVP and one hour in 21st CCLC toward participation targets.

142. May an LEA apply to run a program that will only run on Saturdays?

- *A program that only runs on Saturdays would likely not come close to the legislative intent as stated on page 9 of the RFP, in the State's "**Sub-Objective 1.5: Extended hours.** More than 75% of Centers will offer services at least 15 hours a week on average and provide services when school is not in session, such as during the summer and on holidays." While not all programs will meet this objective, the hope is that 75% of programs will. Your application would be competing against programs that will likely be providing more extensive services for students and families.*

143. Under what circumstances would it be allowable to use 21st CCLC funds to extend program hours for an existing afterschool program?

- *As stated on page 4 of the RFP, "Schools that will have grant funding for out of school time activities at the anticipated start date of July 1, 2022 from another State or Federal source must clearly justify the need for another funding source in the same school, detail how the program will coordinate activities to ensure it can meet participation targets for this funding and describe how funds will be allocated and spending recorded separately for each funding source." In addition, all three components of a 21st CCLC program laid out on page 1 of the RFP must be offered and available to all participating students.*

144. Is a 21st CCLC program required to offer summer programming?

- *Summer programming is an option many 21st CCLCs utilize, but it is not required.*

145. Is it possible within a large consortium for some sites to offer only afterschool programming and no summer and some sites to offer only summer programming?

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- *We do not have a summer-only option. The options are school year only or school year and summer.*

146. We would like to apply for a program model that extends the school week, running programming each week on Saturdays, as well as during vacations and summers. In total, we will offer programming for approximately 600 hours per year. This averages to more than 15 hours per week over the course of a school year but would not be delivered as 15 hours/week. Is this program structure allowable? If so, how would we respond to Sub-Objective 1.5 to ensure we meet the criteria?

- *Yes. That program structure would be allowable, particularly if this structure best meets the needs of students and their families in your community. Your explanation above explains meeting the criteria perfectly.*

147. Could you please specify the parameters of after school/extended day? Could a 21st Century program for a specific group operate in part during the regular school day, with other components after school or on weekends or holiday periods?

- *Yes. You could operate in part during the regular school day if at least 300 hours of after school/extended day programming/weekend/holiday programming were offered. And yes, the programming during the regular school day could be for a specific group and the other components of the 21st CCLC program offered during the other out of school times mentioned.*

148. If we do not plan to provide school day programming, are there minimum expanded learning time hours required per week or per program year?

- *No, there are no minimum expanded learning time hours required per week. However, the federal sub-objective for this grant, which can be found on page 9 of the RFP, states "Sub-Objective 1.5: Extended hours. More than 75% of Centers will offer services at least 15 hours a week on average and provide services when school is not in session, such as during the summer and on holidays." It does not specify what the expectation is for number of weeks of programming. Some programs offer programming during the school year only. They typically start programming in September or October and go through May or June. Others start programming in the summer, which may offer a full day program for several weeks. During the school year they may offer programming 15 hours per week, M-F or operate for fewer than five days a week. Others may offer Saturday programming or full day programming during school vacations if there is the need during these school breaks. There are any number of options depending on the need of your school and community.*

149. Can a program have more hours in the summer to increase the average weekly program hours over the school year?

- *Yes. Summer hours can increase your average weekly program hours during the school year.*

150. Can programming take place during the school day (i.e., during lunch) when class is not in session?

- *Page 1-2 of the RFP states, "Multiple program options may be used by recipients of 21st CCLC funding, including before school, after school, weekends, holidays or summer*

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*recess. Program funds may also be used to expand learning time to provide activities within the school day in schools implementing an expanded learning time program that provides students with at least 300 additional program hours per year before, during, or after the traditional school day, week or year. Expanded learning includes the time that a school expands its normal school day, week, or year to provide additional instruction or educational programs for all students beyond the State-mandated requirements for the minimum number of hours in a school day, days in a school week, or days or weeks in a school year. Applicants requesting use of 21st CCLC funds during the mandatory school day must demonstrate that the expanded learning program of the school(s) served, inclusive of the proposed 21st CCLC program, will provide students at least 300 additional program hours per year before, during, or after the traditional school day. Applicants applying for this must attest to the provision of the required 300 additional hours on the **Participating Schools Form** provided.*

151. Can an applicant propose a program that only operates during the summer, or other seasonal programming, so long as students participate for at least 30 hours?

- *No, it would not be allowable to only operate during the summer. NYSED does not offer a summer-only option*

152. Is it expected that all programming for the program takes place immediately after school or is there an option to conduct some evening programs even when not directly after the end of the school day?

- *Yes, it is acceptable for programming to take place in the evening if that best meets the needs of the students and their families.*

Parent Involvement

153. Does a for-profit company have to provide childcare for the parent and community events? Or can it partner with the district to run the service?

- *There is no requirement that childcare be provided during parent and community events, although doing so would enable much more parental involvement. You could certainly partner with the district to run such a service.*

154. Regarding Pg. 10, “Students and parents should be meaningfully involved in planning and design of the program, and should continue to have ongoing, meaningful involvement in planning throughout the duration of the program.” What constitutes “meaningfully involved”? Would on-going parental surveys be considered meaningful involvement in planning? Does this have to be regularly scheduled advisory or steering committee meetings? Can this include structured discussions with families at program activities in order to expand the pool of parent voices included (in addition to meeting their scheduling needs)?

- *Yes, all of these suggestions, parent surveys, structured discussions with families at program activities, are appropriate ways of gathering input from families that would allow for their meaningful involvement. However, you should also have representation of parents at your advisory meetings as well, which should take place four times a year.*

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155. Are we able to use community centers and churches to meet parents where they are most comfortable attending? If so, are there any specific requirements?

- *Yes, and there are no specific requirements.*

156. Can some (or all) parent activities be conducted online through videoconferencing if it addresses the needs of working families?

- *If discovered through a needs assessment that parents prefer to have parent activities be conducted online through videoconferencing, then it would be acceptable. Be mindful of parents that may not be able to participate because they do not have computers and/or access to the internet and make efforts to accommodate them as well.*

157. Would parents attending vocational classes that include a literacy component supported by the 21st CCLC be considered “related educational development” as referenced on page 1, item 3 under “Purpose of the Grant”?

- *Yes, that would meet the intent perfectly.*

158. Does the 15 hours per participant include the parent/family if there is a parent/family component? For example, student A attends 11 hours of an online program and parent of student A attends 4 webinars consisting of 1 hour each. Family participation would equal 15 hours. Would this count as 1 student? Or do student AND parent EACH have to complete 15 hours programs?

- *No. A student must attend for at least 15 hours to be considered a participant. The hope is that students will attend many more hours than that since the programming will run throughout the school year, and in some case during the summer as well. Many students will end up attending 60, 90, or 120 hours during the school year. There is no requirement as to how many hours a family member must attend.*

159. Does a parent count as a "student" / recipient of the grant?

- *No.*

GPRA/APR

160. Regarding the GPRA indicators on Pg. 11, if the partnership is with a secondary school (ex. High School), how would the GPRA indicators for 1. Academic Achievement and 5. Student Engagement in Learning be evaluated?

- *If awarded you will learn all about that in more detail. Very briefly, academic achievement is measured by State assessments for students in grades 4-8 and GPA for students in grades 7-8 and 10-12. Student engagement is measured via teacher surveys for students in grades 1-5.*

161. Is there any cost to the applicant for the APR reporting system—in other words, should any funds be set aside for this service in the initial budget?

- *No, there is no cost for the APR reporting system and there is no cost for site licenses for the EZReport system which is the system that subgrantees would be using. Data in that EZReports will automatically upload into the 21APR system.*

162. Is it allowable for the external evaluator to complete the quarterly federal APR on behalf of the awardee?

- *There is no quarterly federal APR reporting. With the new GPRA measures that were instituted starting with the 2021-2022 program year, there is only one reporting period. Prior to that there were three different reporting periods, for summer fall and spring. Also, prior to NYSED contracting with Thomas Kelly Software Associates for use of their EZReports system, subgrantees were required to enter the required data directly into 21APR. Now subgrantees enter APR and other data into EZReports and the data is automatically uploaded into 21APR. The external evaluator is the appropriate person to assist the awardee with all data management, data quality control and data reporting that is required via EZReports.*

SACC

163. If the lead applicant is a BOCES (considered education entities in NYS), are they required to have SACC registration if a program takes place in a school building at a partner school? What about at a BOCES site?

- *Because BOCES falls under NYSED's jurisdiction and is subject to the same safety protocols as school districts, it would not need a SACC registration if operating in a school building or BOCES facility.*

164. Regarding the SACC registration requirement (i.e., if the program proposes to serve seven or more children under the age of 13 beyond school hours, whether in a school building or other location, the applicant must obtain (SACC) registration), does this refer to more than seven children under the age of 13 at one time or in total? For example, if we implement an after school mentoring program that may target more than seven children under the age of 13 in total but fewer than seven will be served in a session, is SACC registration required?

- *The requirement for SACC registration pertains to the intent to provide services to seven or more children, regardless of actual attendance. It is unclear if you are saying that there will never be more than seven children under the age of 13 in the building. If that is the case, then a SACC registration would not be required. However, it is unclear how you would know that if you are targeting more than seven.*

165. Is there a certification requirement similar to SACC for secondary programs serving children over the age of 13 that take place off school grounds?

- *The applicant must work with its partnering school(s) to ensure the safety and health of all participants, including reasonable staff-to-student ratios and background clearances for staff.*

166. What are the mandatory student to staff ratios? Are they the SACC ones?

- *If you are a school operating in a school you would follow your school's policy. If you are a non-school entity, you would follow SACC ratios which can be found here.*

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(<https://ocfs.ny.gov/programs/childcare/regulations/414-SACC.pdf>):

Minimum Supervision Ratios Based on Group Size

| AGE OF CHILDREN | TEACHER/CHILD MAXIMUM RATIO | MAXIMUM GROUP SIZE |
|-----------------|-----------------------------|--------------------|
| through 9 years | 1:10 | 20 |
| 10-12 years | 1:15 | 30 |

167. If an organization is considering submitting an application targeting high school youth because they do not have a SACC license, are they mandated to reach out to elementary or middle schools in the area per the Private School Consultation Form?

- *No since elementary and middle school students would not be eligible to attend a program for high school students.*

168. In Round 7, the Superintendent provided a letter that the Public School District would accept the liability for the buildings in place of having each building SACC licensed. Will this be accepted in Round 8. How would we submit this letter in Grants Gateway?

- This letter should be sent to 21CRFP@nysed.gov Attention: Elizabeth Whipple

169. What certifications/permissions/access documents does a for-profit agency need to work with students under 13?

- *A for-profit agency would be considered an eligible agency in the description below, which appears on page 18 of the RFP. "If the lead applicant is a community organization, college or university, municipality or other eligible entity, and proposes to serve seven or more children under the age of 13 beyond school hours, whether in a school building or other location, the applicant must obtain School-Age Child Care (SACC) registration in accordance with New York State Office of Children and Family Services (OCFS) Regulations at 18 NYCRR Part 414.*
- *If the lead applicant is an LEA intending to provide services at a location other than the school building, and proposes to serve seven or more children under the age of 13 beyond school hours, the applicant must obtain School-Age Child Care (SACC) registration in accordance with New York State Office of Children and Family Services (OCFS) Regulations at 18 NYCRR Part 414....Applicants are urged to contact their [OCFS Division of Child Care Services \(DCCS\) regional office](#) (Appendix 2) for SACC registration information and to also consult with their local childcare resource and referral agency."*

170. When is a SACC license NOT required for an applicant to run programming?

- *If the lead applicant is a school district and proposes to provide programming at a district school building it would not need a SACC registration. A SACC registration is not required regardless of the ages of the population to be served. If the lead applicant proposes to serve only children ages 13 and older, it is not required to obtain a SACC registration, regardless of where the programming will occur. If the community partner is working with the LEA in the school building **during mandatory school hours**, a SACC registration is not required during that time. The applicant must work with its partnering school(s) to ensure the safety and health of all participants, including reasonable staff-to-student ratios and background clearances for staff.*

171. If we applied for SAM registration but not registered before the deadline (as SAM is very behind in processing applications) can we still apply for this funding?

- *If you can provide proof that you have applied for SAM registration you would not be disqualified for it not being processed in time.*

172. Can you confirm that a public school proposing to serve its own students (under the age of 13) at an afterschool program on site is not required to submit a SACC registration? Do the SACC registration requirement apply to CBOs only, or is it something that a school district would also need?

- *If the lead applicant is a school district and proposes to provide programming at a district school building it would not need a SACC registration. SACC registration applies if the lead applicant is a community organization, college or university, municipality or other eligible entity, and proposes to serve seven or more children under the age of 13 beyond school hours, whether in a school building or other location. If the lead applicant is an LEA intending to provide services at a location other than the school building, and proposes to serve seven or more children under the age of 13 beyond school hours, the applicant must obtain School-Age Child Care (SACC) registration in accordance with New York State Office of Children and Family Services (OCFS) Regulations at 18 NYCRR Part 414. The only time a SACC registration would apply to a school district would be if the school district was the lead agency but programming was taking place at a site off campus for 7 or more children under the age of 13.*

Partnership

173. Regarding page 24, item 3.C, “Must require consortium partners to sign an agreement with the fiscal agent that specifically outlines all services each partner agrees to provide.” Does this refer to the Partnership Agreement referenced on page 3 and Appendix 1: Sample Partnership Agreement?

- *All members of a consortium are required to be part of the partnership agreement. The Partnership Agreement template (Appendix 1: Sample Partnership Agreement) can be modified to include the roles and responsibilities of each of the consortium members and their commitment to the lead fiscal agent as well as to the agencies that will be partnering with the schools, as well as their commitment to the schools making up the consortium. When this form is used, it must be signed by the superintendent(s), principals and agency representatives.*

174. In NYC are high school superintendents allowed to sign the partnership agreements? As far as we know high school superintendents do not have authority to sign the partnership agreements and it should be the community school superintendents signing partnership agreements on all grants that include high schools.

- *Page 47 of the RFP states, “Partnership Agreements must be signed by principals of all participating schools, superintendents of participating school districts, and authorized representatives of non-LEA partners” and “**Note to New York City Department of Education (NYCDOE) applicants:** All Partnership Agreements must be signed by the Community School District Superintendent.”*

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175. Must partnership agreements relating to NYCDOE applicants be signed by the principal(s) as well as the CSD Superintendent?

- *Page 47 of the RFP states, "Partnership Agreements must be signed by principals of all participating schools, superintendents of participating school districts, and authorized representatives of non-LEA partners" and "**Note to New York City Department of Education (NYCDOE) applicants: All Partnership Agreements must be signed by the Community School District Superintendent.**"*

176. As a CBO partnering with local schools, do we need the signatures of both Principal and the Superintendent for each partnership agreement?

- *Yes. Page 47 of the RFP states, "Partnership Agreements must be signed by principals of all participating schools, superintendents of participating school districts, and authorized representatives of non-LEA partners" and "**Note to New York City Department of Education (NYCDOE) applicants: All Partnership Agreements must be signed by the Community School District Superintendent.**"*

177. Are Superintendents and/or School Principals only restricted to sign a partnership agreement with only one LEA/CBO or are they permitted to sign multiple partnership agreements with different LEAs/CBOs?

- *A district could apply for more than one grant if the applications are for different schools in the district, thereby signing more than one partnership agreement. A superintendent could also sign multiple additional agreements with CBOs who may be applying as a lead agency to serve students in a different school or schools in the district. A principal, however, would typically only be signing a partnership agreement for a single grant as the partnering school. In some cases, students from a single school could be in two different grants as the partner school if the grants were serving a different cohort of students, such as one grant for K-3 students and another for students in grades 4-6.*

178. Do all school principals in the district have to sign the Partnership Agreement or just those schools that are part of the project?

- *Only those principals of participating schools need sign the Partnership Agreement.*

179. We are a community-based organization. For the partnership agreement, is it sufficient to retrieve the signatures of just the school principal and the executive director of our organization, or must we also obtain the signature of the superintendent of the school district to be fully compliant?

- *You need the superintendent's signature to meet the requirement. Partnership Agreements must be signed by principals of all participating schools, superintendents of participating school districts, and authorized representatives of non-LEA partners.*

180. Must a partner with an LEA supply *all* of the services listed, such as (1) "opportunities for academic enrichment" and (2) "a broad array of additional services, programs, and activities" and (3) opportunities for families to have active and meaningful engagement in their children's education"? Or can a partner supply simply ONE or TWO of these services to a partner LEA? In other words, can a writing project site serve as a partner to offer targeted academic enrichment in arts-based, writing programs? Would an LEA have to create a 21st CCLC that

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includes all of the aspects above (1, 2, and 3) to be eligible for the grant? Thus, if the LEA offers academic enrichment and family literacy through one partner, would it need to find other partners to offer the “broad array of additional services” in order to qualify for the grant?

- *No, the partner does not need to supply all services listed. There could be more than one partner and there could be multiple vendors contracted to provide services. The lead agency can also provide services.*

181. In keeping with the questions about services that a CCLC must offer, is one partnership required to offer the stated minimum of 15 hours of programming a week? (NYCWP)

- *No, there is no minimum requirement for how many hours of program activities a partner must provide.*

182. Can partners be for-profit organizations?

- *Yes, for-profits can be a lead applicant or a partner. Keep in mind that for-profits are limited to applying for no more than \$400,000 per year through this grant as a lead applicant, a partner, or both.*

183. Can we modify the partnership agreement to state District/School responsibilities, or should we separate out district responsibilities and school responsibilities which would overlap and may be duplicative?

- *Yes, the partnership can be customized as stated on page 47 of the RFP. The district and school responsibilities do not need to be separated.*

184. Can we do separate Partnership Agreements with each partner or is the requirement for one Partnership Agreement with all partners signing?

- *It is acceptable to do separate Partnership agreements with each partner. Be sure all required signatures are obtained on each separate agreement.*

185. In the webinar, a history of working together was highlighted as important to the definition of an effective partnership for 21st CCLC programs. If a CBO is considering partnering with a newly established school, does that weaken the application in any way? Would it be sufficient to demonstrate a history of working in the community where the school is located rather than a history of working with the specific school?

- *No, a CBO working with a newly established school does not weaken the application. Yes, it would be sufficient to demonstrate a history of working in the community where the school is located rather than a history of working with the school, especially if the school is a newly established one.*

186. Question 7d [in the Program Narrative] asks for a description of the role of each partnering agency for which there is a partnership agreement. We are applying as a large consortium with multiple school districts as well as CBOs—do we have to describe the role of each school district separately, or can we refer to all the school districts collectively in our description of district responsibilities?

- *You could describe the role of the consortium districts collectively. However, the role of the lead fiscal agent would have additional responsibilities that should be described, and all members in the consortium should also be part of the partnership agreement. Page 47 of the RFP states, “Partnership Agreements must be signed by*

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*principals of all participating schools, superintendents of participating school districts, and authorized representatives of non-LEA partners” and “**Note to New York City Department of Education (NYCDOE) applicants:** All Partnership Agreements must be signed by the Community School District Superintendent.”*

187. If the lead agent is a current subgrantee but is applying for a Round 8 grant with different partners, is a new Payee Information form required to be submitted?

- *No. Once an applicant and is registered and has received a grant in the past, they do not need to submit a new Payee Information form unless information needs to be updated.*

188. On Attachment 8, Applicant and Partner Disclosure Form, section Part III, would the amount allocated to this partner reflect the Purchased Services agreement amount as identified in the budget?

- *Yes, that is correct. The amount to be listed on the Applicant and Partner Disclosure Form should be the total amount planned to be paid to the partner. This amount would also be included in the Purchased Services section of the FS10 budget but inclusive along with other possible purchased services of another partner(s) or vendor(s).*

189. We have met with our partner rural school district and we have determined that this is the most appropriate option for our application [applying without a partner]. Due to our region having limited non-profit agencies, the non-profit agencies we do have are very small and have limited employees to support a full partnership within our program. While we utilize non-profits locally as important vendors, each year we have applied, we have lost points due to the lack of "meaningful involvement" as our non-profits can't commit their resources entirely to our program to meet the level of "meaningful involvement" which puts our application at a disadvantage. While we will certainly include them as much as we can, the lack of agencies and the size of these agencies just doesn't lend themselves to these requirements. We pride ourselves with working with all of our non-profits to the highest level and will utilize them as vendors as we want them included. Please let us know the next steps to allow us to utilize this option for our application.

- *The RFP has a provision that “A local educational agency (LEA) may apply without a partner if the LEA demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of 21st CCLC. An LEA wishing to apply under this provision must notify the NYS Education Department’s Office of Student Support Services by email at 21CRFP@nysed.gov no later than October 7, 2021 for further instructions.” Those who submitted the letter on time should have received an email with a response for further instructions.*

190. I am working with a parent group at a Bronx school (a local educational agency), to apply to CCLC for our school community. We need to submit an application without a partnership agreement at this time. It is our intention if selected to seek support in finding a community-based partner for executing a CCLC funded program for our students and their families.

A local educational agency (LEA) could have been allowed to apply without a partner if the LEA demonstrated that it was unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of 21st CCLC. As outlined in the RFP, the deadline to make that request was

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October 7 and applicants who submitted a request should have received an email with a response for further instructions. As for applying without a partner and adding a partner following award, that is not permissible. In that situation, the applicant is able to partner but has not yet executed a partnership. A signed partnership agreement is required as part of the application.

191. Can you please let me know what steps are necessary to obtain a waiver of the partnership agreement requirement for our application? I've copied the provision of the application I'm referring to below, from page three of the RFP #GC22-001 Announcement of Opportunity.

- *A local educational agency (LEA) may in certain cases apply without a partner if the LEA demonstrated that it was unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of 21st CCLC. However, as outlined in the RFP, the deadline to make that request was October 7.*

192. Is there a limit to the number of partners on a single application?

- *No. But partners must have meaningful involvement in program planning and decision-making. If an organization will not have that involvement, they can still be included as a vendor.*

193. Can you describe what a successful partnership between an LEA and CBO looks like?

- *Page 3 of the RFP states, "A partnership signifies meaningful involvement in planning, as well as specific individual or joint responsibilities for program implementation.*

194. What if an applicant has a tentative partner lined up, but the partner backs out of the program after October 7 and no other program partner can be found? Can the applicant still request a waiver after October 7 in this case?

- *You can contact 21CRFP@nysed.gov and explain your situation. We may be able to assist you in finding a suitable partner.*

195. If we are a current public special act district looking to propose offering after school enrichment programming, do we still have to complete the partnership agreement of the application since we are a public school applying?

- *Yes. All lead applicants and partner organizations must sign a partnership agreement, including public schools. Signatures for both the district superintendent and the building principal are required as well as authorized representatives of non-LEA partners.*

196. Is a Town eligible to be the lead applicant, partnering with a school or school district?

- *Yes. Municipalities, including towns, are eligible to be a lead applicant or partner.*

197. Is a public library eligible to be the lead applicant in collaboration with a school or school district?

- *Yes. A library would be considered a non-profit agency.*

198. If a Town or a Public Library is the lead applicant, may that organization partner with the BOCES in lieu of the local school district?

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- *The town or public library could partner with a BOCES in addition to partnering with a specific school, but not in lieu of partnering with a school.*

199. Can more than one BOCES apply together (with component districts of each BOCES) as a consortium?

- *One BOCES could partner with another BOCES. One of the BOCES must be designated the lead fiscal agent/applicant. However, please note that partnership agreements with each participating component school district are required. In addition, the application must specify the specific schools that participating students attend, and the signatures of those building principals is also required. It would not be acceptable for the BOCES to sign partnership agreements on behalf of its component districts.*

200. Must applicants submit separate applications for each school they're applying to be lead CBO for?

- *By lead CBO, it is assumed that you mean lead fiscal agent or the entity that is submitting the application. If that is a correct assumption, then no, you do not need to submit a separate application for each school you are proposing to serve. You may apply for multiple schools within one grant application, each of which would be a partner.*

Incentives

201. Would a program supported by the 21st CCLC grant that culminates in receiving college credit or technical education credit toward a credential for secondary students be considered an incentive?

- *A program leading to college credit is allowable and would not be considered an incentive if provided at no additional cost to the program. Page 20 of the RFP shows the definition of an incentive for the purpose of including a cost in the budget. If the activity results in college credit or technical education AT NO ADDITIONAL COST, it would not be considered an incentive. "Incentives may include, but are not limited to, participation t-shirts, tickets to movies or shows, gift certificates, trophies, ribbons, medals, food items, field trips offered only to students achieving at a particular level (e.g. perfect attendance or high honors trips), or any gift intended to increase participation in the 21st CCLC program. These items should not be charged to grants because they are not necessary and reasonable for the proper administration of the grant. In addition, the State Comptroller has determined that "favors" represent gifts of public funds which are unallowable under the State Constitution."*

Objectives/Sub-Objectives

202. Must there be a separate activity for each Objective? If an activity or program is comprehensive and meets multiple objectives, such as Sub-Objective 1.1 and Sub-Objective 1.5, is that acceptable?

- *If an activity meets more than one objective, please list it under each objective that it meets rather than leaving the objective blank. A program may be comprehensive but it*

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would seem that there are individual activities within that comprehensive program that would align with specific objectives.

203. Page 38-40 in the RFP has the template for goals and objectives table. Should we copy that same exact table into our program narrative and fill in the sections of that table, or can we summarize our answers without needing to copy this exact table into the program narrative? Which specific instructions should we not copy into the program narrative?

- *You should copy and paste the table into your program narrative and then complete the table. The instructions you don't need to copy are simply the Scoring Indicators paragraph above the table.*

M/WBE

204. Regarding a Partial MWBE Waiver: Does documentation, including letters of solicitation to certified MWBEs listed in the directory and attempts to reach firms by phone, suffice as a good faith effort? Must there be any other activity as well?

- *"Good faith efforts" should include letters or emails of solicitation as well as any responses from the vendors. It can additionally include a written justification documenting the efforts taken and the resulting reasons the bidder is unsuccessful in obtaining M/WBE utilization. A list of "good faith efforts" are found on the Good Faith Efforts Form (Form 105) and the Waiver Request (Form 101) instructions.*

205. Are advertisements a requirement if we are soliciting certified M/WBEs from the NYS approved directory?

- *No, if you are soliciting certified M/WBE vendors, advertisements are not necessarily required.*

206. Will NYSED be holding a pre-bid/pre-award or other meeting with M/WBEs the State has determined are capable of performing the work for the purpose of filling the contract participation goals (as referenced on page 110 in Form 105 MWBE Contractor Good Faith Efforts) in order to assist applicants to identify appropriate M/WBE firms?

- *No, there will not be a pre-bid/pre-award meeting with M/WBE vendors. If an applicant is looking for assistance in finding certified M/WBE firms, they can reach out to MWBEgrants@nysed.gov.*

207. What other types of activities or actions ("any other action undertaken by the bidder" p110, Form 105) constitute a good faith effort to retain certified MWBEs for this contract?

- *Some examples of "good faith efforts" could include proof of bids received, price comparisons and email correspondences. A list of "good faith efforts" are found on the Good Faith Efforts Form (Form 105) and the Waiver Request (Form 101) instructions.*

208. Can you please clarify the M/WBE Goal Calculation Worksheet on page 105? It seems that in order to calculate the goal amount it should be:

- **Line 1 minus line 8; and then**
- **line 9 multiplied by line 10.**

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- *Yes, you are right. The goal amount is calculated by taking the Total Budget (Line 1) and subtracting the sum of the excludable items (Line 8). This results in the “Discretionary Budget” (Line 9) and should be multiplied by 0.30 (Line 10). The M/WBE Goal is 30% of the Discretionary Budget. (There was an error on the form in the original RFP. Please use the corrected Goal Calculation Worksheet now posted on the [P12 website](#) and found in the revised RFP.*

209. We are a community-based organization in Brooklyn, and this is our first time applying. What is the M/WBE and (do) we need it? Do we have to apply with it?

- *Pursuant to Article 15-A of the NYS Executive Law, the M/WBE requirements are intended to provide real and substantial opportunities for certified M/WBEs under these grant awards.*

All applicants must comply with M/WBE requirements in this RFP. The M/WBE goal is 30% of the discretionary budget, calculated based on the M/WBE Goal Calculation Worksheet. Applicants can comply with the requirements through the three methods outlined on pages 28 and 29 of the RFP.

Applicants are responsible for identifying areas in their budget where an M/WBE firm could potentially be utilized. M/WBE participation includes services, materials, or supplies purchased from minority- and women-owned firms certified with the NYS Division of Minority and Women Business Development.

Applicants are strongly encouraged to submit complete M/WBE documentation, as missing or incomplete information may result in a delay of approval.

210. Can we exclude vendors’ personnel costs from the MWBE base calculation, in addition to partners’ personnel costs?

- *No, vendors’ personnel costs should not be excluded unless they are an approved partnership and are noted on the Partnership Salary and Fringe Benefit Breakdown Form. The salary and fringe benefit exclusion applies to the expenses of the lead applicant as well as any approved partner organizations.*

211. How does the M/WBE requirement impact whether or not an application will be funded? Is NYSED unlikely to fund an application that asks for a partial waiver, regardless of quality of the application itself? Is NYSED unlikely to fund an application that asks for a full waiver, regardless of quality of the application itself?

- *Meeting or not meeting the 30% MWBE goal has no bearing on the scoring or selection of grantees. Grants and/or contracts issued pursuant to this RFP will be funded in rank order within each region -- based on the method of award outlined in the RFP -- until the funds are exhausted.*

However, applicants must make a good faith effort to solicit MWBE firms to meet the participation goals. If efforts are unsuccessful, the bidder 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

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obtaining MWBE utilization. M/WBE compliance must be achieved through one of the three methods outlined on pages 28 and 29 of the RFP, and the MWBE Documents Package must be approved, prior to the contract or grant being finalized. The MWBE Coordinator is available to assist bidders throughout the procurement process and can be reached at mwbegrants@nysed.gov.

Contractors Data Privacy and Security Plan

212. Since data is now being collected via EZ Reports do all applicants still need to complete all sections of the DPA EXHIBIT 1 - Contractor's Data Privacy and Security Plan. Some of the questions don't seem applicable to grantees. IDK, but the RFP says it has to be completed, so I would say yes. I don't see the appendix with the RFP, so I am not sure on either of these questions. My sense is that everyone has to agree to Data Privacy and Security.

- *Upon consideration of comments and questions received, NYSED has revised the **Data Privacy Appendix R for this RFP**. All lead applicants must agree to the terms of the Data Privacy Appendix R. There will be nothing for applicants to complete or fill out. The revised Data Privacy Appendix R is now posted on the website with the RFP, Q&A and other documents. It will be incorporated into contracts for those awardees who receive a contract. All applicants should download, read, and upload this document with your application as a means of agreeing to the terms contained within.*

213. Who needs to fill out the "contractor" data security form?

- *Upon consideration of comments and questions received, NYSED has revised the **Data Privacy Appendix R for this RFP**. All lead applicants must agree to the terms of the Data Privacy Appendix R. There will be nothing for applicants to complete or fill out. The revised Data Privacy Appendix R is now posted on the website with the RFP, Q&A and other documents. It will be incorporated into contracts for those awardees who receive a contract. All applicants should download, read, and upload this document with your application as a means of agreeing to the terms contained within.*

214. Who must complete the data privacy form – does a non-profit partner need to complete or only a contractor such as an evaluator?

- *Upon consideration of comments and questions received, NYSED has revised the **Data Privacy Appendix R for this RFP**. All lead applicants must agree to the terms of the Data Privacy Appendix R. There will be nothing for applicants to complete or fill out. The revised Data Privacy Appendix R is now posted on the website with the RFP, Q&A and other documents. It will be incorporated into contracts for those awardees who receive a contract. All applicants should download, read, and upload this document with your application as a means of agreeing to the terms contained within.*

\$1.2 Million Cap

NYSED posted the following clarification on the P12 website on September 30:

RFP GC22-001, 21st Century Community Learning Centers Clarification on the \$1.2M application cap in the Amount of Funding Section (pages iii and 2 of the RFP)

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Any district -- but in particular this applies to the Big Four districts of Buffalo, Rochester, Yonkers, and Syracuse, and the various Community School Districts of New York City -- can apply for up to \$1.2M in a grant or grants. The grant(s) would be for particular schools within those districts. In those cases, it is allowable for a community-based organization (CBO) to also partner with different schools in one of the Big Four or NYC Community School Districts that has already applied for \$1.2M. The CBO, as the lead, would not be partnering with the district as a whole, but with individual schools within the district. The superintendent of the district does have to sign the partnership agreement for that grant, but the partnership is with the school. The CBO is limited to the \$1.2M cap. The CBO could have a \$700,000 grant as the lead agency, for example, and also be a partner in grants of say \$100,000 on one grant and \$200,000 on another, as long as it is under \$1.2M for them as an entity. And those partnerships could be with schools in districts that already have applied for \$1.2M as the lead agency, as long as the partnerships are with different schools.

215. Can for-profit agencies be included as a partnering agency in other grants for up to 800,000, if they are applying as a lead agency for a grant in the amount of \$400,000?

- *For profit entities are limited to applying for \$400,000 as a lead, a partner or a combination as a lead and partner.*

216. If an applicant applies for funding for 21CCLC programs in both the New York City region and the Rest of State region, are they subject to the overall \$1,200,000 cap, or subject to the \$1,200,000 cap in each region?

- *The cap would apply to the total of all applications across all Judicial Districts.*

217. If an applicant has submitted proposals for \$1,200,000 in funding as a lead grantee/partner may they also accept contracts as a vendor? Or would this be in violation of the \$1,200,000 cap?

- *While there is no specific mention of a cap for vendors, agencies should not be considered a vendor just to get around the cap. If an agency is the main provider of services in the grant, they are in actuality serving more as a partner. If you are submitting proposals for \$1.2M as a lead grantee/partner and also play a minor role in other applications, it would be acceptable. If an organization is working with the lead agency to plan and develop the program -- in addition to any services they may provide -- they are a partner. If an entity is providing a service (e.g., dance lessons), but is not involved with any other planning with the lead agency, they would be considered vendor and not a partner.*

218. What happens to a proposal or proposals that get submitted if the agency or a partner in the proposal apply for more than \$1.2 million in funds?

- *The agency would be contacted and asked to pick which proposal they would like to remain in and which they would decline in order to bring their total within the \$1.2M cap.*

219. If an agency or partner submits a proposal or proposals for more than \$1.2 million in funds, will all of the proposals still be considered, or will that disqualify all applications from the proposer?

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- *If an agency or partner exceeds the \$1.2million cap, they will be asked to withdraw one or more proposals from consideration. The remaining proposals, under the cap, will still be considered.*

220. If an agency or partner submits a proposal or proposals that total more than \$1.2 million in funds, will NYSED inform the proposers so that they have a chance to go back and correct, as it may have been an accident that the proposer went over the limit?

- *The agency will be given a chance to withdraw those proposals that go over the \$1.2 million limit.*

221. On page 2 of the RFP, it states, "Each applicant may apply for an annual grant award from a minimum of \$50,000 to a maximum of \$1,200,000. A single agency may not apply for more than \$1,200,000 total, either as a lead agency, a partner agency in multiple subgrants, or as a combination of lead and partner agency, in this competition even though an agency may not be successfully awarded in each case." We are a community-based organization. Does this mean if our organization wants to submit more than one application, the total amount for all the applications we submit cannot be more than \$1,200,000? For example, if our organization wants to apply for three schools. Does that mean the max funding we can apply for each school is \$400,000 in separate applications or \$1,200,000 in one application? If we have two separate applications of three schools each, are you saying we could only go for \$600k per application? I.e., \$200K per school for each of the six schools? (3 schools x \$200k = \$600k).

- *Yes. That is correct. A single agency may not apply for more than \$1,200,000 total (or \$400,000 for for-profits), either as a lead agency, a partner agency in multiple subgrants, or as a combination of lead and partner agency across all applications.*

222. Can you clarify if the maximum request amount of \$1,200,000 is per year or is the max request for the full five-year term of the contract?

- *It is per year. On page 2 of the RFP, it states, "Each applicant may apply for an annual grant award from a minimum of \$50,000 to a maximum of \$1,200,000." The cap is annual, not the entirety of the grant.*

223. On page 2 of the RFP, it says "a single agency may not apply for more than \$1,200,000 total, either as a lead agency, or a partner agency in multiple sub-grants, or as a combination of lead and partner agency, in this competition even though the agency may not be successfully awarded in each case." On page 6, the set aside for Buffalo only is \$2,698,000. This exceeds the \$1,200,000 cap. Since the school district must be a partner, that would leave \$1,498,000 still on the table if the district is considered an agency.

- *The \$1.2M cap does not apply in situations where the district itself is not a partner, but district schools are partners with an outside agency. School districts, such as Buffalo PS, may not apply for more than \$1.2M as either a lead applicant or partner. However, other agencies may partner with individual Buffalo Public schools. In this case, the partnership is considered to be with the school and not the district, so the district would not be going over the cap. See the clarification that was posted on September 30 and which is at the top of this section.*

224. Are school districts not considered "agencies" for the purpose of this RFP? Or are Big five districts exempt from the \$1.2 M cap?

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- *See previous response.*

225. A single agency may not apply for more than \$1,200,000 total, either as a lead agency, a partner agency in multiple subgrants, or as a combination of lead and partner agency, in this competition even though an agency may not be successfully awarded in each case. For-profit agencies may apply for an annual grant award of up to a maximum of \$400,000. So, does this mean that for-profit agencies may not apply for more than \$400,000 either as a lead agency, a partner agency in multiple subgrants, or as a combination of lead and partner agency, in this competition even though an agency may not be successfully awarded in each case? Or does the single agency restriction of \$1,200,000 also apply to for-profit agencies?

- *The RFP states on page iii, "For-profit agencies may apply for an annual grant award of up to a maximum of \$400,000." That means a for-profit agency may not apply for more than \$400,000 as a lead applicant, as a lead applicant and partner, or as a partner in multiple grants.*

226. I am not clear on this section: A single agency may not apply for more than \$1,200,000 total, either as a lead agency, a partner agency in multiple subgrants, or as a combination of lead and partner agency, in this competition even though an agency may not be successfully awarded in each case. What exactly does it mean to be "a partner agency in multiple subgrants?" For example, my agency has historically served as the lead agency for one school in the Syracuse City School District, while also serving as the District's CBO partner on their own 21st CCLC grant, providing enrichment services at a second school site. For a grant where we are a subcontractor, are we a "partner agency"? (Given the way things currently work, I imagine we would not be a "partner agency," but I'd like to be certain so that we don't disqualify ourselves.)

- *You are the lead agency for your own grant and may be a partner on the other grant. It depends on your role within the grant. On page 4 of the RFP, a differentiation is made between Partner and a Vendor: "An individual, agency, organization or other entity that only provides products or services described in the proposed program and is not involved in overall program planning and implementation is considered a vendor, not a partner. Therefore, a Partnership Agreement is not required for vendors." If, however, you serve are involved in overall program planning and implementation, or fulfill the role of required partner with a Partnership Agreement, then this would also apply towards your organization's \$1,200,000 application total.*

227. On page 24, under 3F, what is the definition of sub-granting? For example, if a partner who is a CBO pays another agency provider to provide a specific enrichment program, is that considered sub-granting?

- *Not necessarily. If you as the lead applicant are providing at least 25% of the total budget on direct services to students, you would not be subgranting if you hire an agency to provide a specific enrichment program. A partner agency could pay another agency to provide a specific enrichment program and not be subgranting as long as the partner agency is not merely a flowthrough agency where it provides no direct services of its own but takes a cut of the grant money and subs out all services. In that case the lead agency would be sub-granting to another agency and that agency would be acting as the flow-through by hiring a third agency to essentially run the program. The following statement from the RFP (page 25) refers to lead agencies, but also applies to partner agencies. "NYSED has established a minimum level of direct*

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service of 25% 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 25% minimum direct service.”

Grade Levels

228. Do 21CCLC guidelines enable us to serve Pre-K and Kindergarten students or would we be limited to grades 1-12?

- *Yes, serving pre-K and kindergarten students is allowed.*

229. We hope to win a contract/s to work with two elementary schools and one high school; is there any advantage to submitting a combined proposal for the two elementary schools which are geographically close and whose demographics, needs and program designs are closely aligned?

- *It makes perfect sense to submit a proposal for the two elementary schools since they are geographically close and their demographics, needs and program designs are closely aligned. There is no advantage or disadvantage to submitting a combined proposal versus individual proposals.*

230. The RFP seems to break down services by grades K-6 and grades 7-12. Do we have to submit separate proposals for programs aimed at serving elementary schools and middle/high schools that are all in the same district?

- *No. You do not need to submit separate proposals for elementary and high school programs that are all in the same district, although you could. There is no advantage or disadvantage either way. If the program will serve more than one school but the programming is very consistent across the schools it may make sense to submit one application that presents all participating schools as one grant/program. However, if the schools you are proposing to serve have very different needs, are spread out over a wide geographic area making managing and supervising the schools as one program unwieldy, we would suggest separate applications. You may apply for more than one grant as long as you are not applying for more than \$1.2M in 21st CCLC funding combined.*

231. If we would like to serve one middle school (6-8 grade, not 7-9 grade), does that have to be its own application, or can we include the middle school in our application that also includes a proposed high school partner?

- *It does not need to be a separate application.*

Eligibility

232. We are a current 21st Century LC grantee with two partner schools. However, in the new RFP, one of the schools is no longer listed as an eligible school as its percentage of children meeting the RFP poverty guidelines is now below the threshold. This has significant implications for currently enrolled children from the now ineligible school. We would no longer be able to continue to serve many of these children under this contract, disrupting their access to after-school services and the continuity of longstanding relationships with families. Can you provide any guidance on how to address this issue?

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- *As long as 2/3 of the students that you propose to serve attend schools on one of the tabs on the eligible schools lists you would be able to include the school that is no longer on the list. Not all schools need to be on the list. It is suggested that you include 2/3 of your target population from schools that are on one of the lists and then also include this school that is no longer on the list. [Complete List of Eligible Schools](#)*

233. May an LEA apply for a program that will only serve ELLs?

- *You may target and recruit a specific population, such as ELLs, but the program should be open to all students.*

234. Can an LEA create a program that serves both students in need of services AND students not in need of services as long as they all attend the same eligible school?

- Yes

235. May an LEA apply for a program that will only serve students with disabilities?

- *You may target and recruit a specific population, such as students with disabilities, but the program should be open to all students.*

236. What indicators and data set was used to determine which schools had students that were economically disadvantaged?

- *Percentage of all economically disadvantaged students statewide was calculated using the preliminary BEDS Day snapshot data for the 2020-21 school year as generated on January 11, 2021 from the Student Information Repository System (SIRS).*
- *For each Judicial District, the total number of economically disadvantaged students enrolled in grades PreK-12 on BEDS day was calculated as a percentage of the total number of economically disadvantaged students enrolled in grades PreK-12 statewide.*

237. May school-based programs serve students that do not attend their school but live in their community?

- *If you are referring to the situation in some cities where students do not attend neighborhood schools but rather can attend schools throughout the district, then the answer is yes. However, the school of any student attending the program must enter into a partnership agreement with the lead agency and act as a partner agency, in particular agreeing to sharing student data for mandatory federal reporting.*
- *Non-public school students would also be allowed if the non-public school entered into a partnership agreement with LEA.*
- *If you are referring to home-schooled students, in New York State home-schooled students are not considered the same as non-public school students for equitable services. Therefore, home-schooled students would not be considered private school students for 21st CCLC and would not be eligible to attend.*

238. If we are proposing to serve high school students, do we need to reach out the private elementary schools?

- *No, as those students would not be eligible to attend.*

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239. If we can serve only X number of kids, and our partner school fulfills this quota, do we need to reach out to other schools to ask them if they want to participate? We could potentially not meet their needs with too many students.

- *It is a federal requirement that applicants reach out to private schools in the area.*

240. If the LEA we are partnering with serves students from an ethnic population, do we need to reach out to all private schools in the area?

- *Yes. It is a federal requirement that applicant reach out to private schools in the area if they would be eligible to attend the program, i.e. in the right grade band.*

241. Are all students eligible to receive services if all schools in a district are eligible? In other words, are students who are not eligible for free and reduced lunch still eligible for services if all the district schools are eligible?

- *Yes. All students would be eligible.*

242. Can we apply for a school that hasn't opened yet and is slated to open in fall 2022?

- *Yes, if it is open by November 30, 2021, the date that the application is due.*

243. If a non-public school is not on the list of eligible schools, does the district have to contact them and offer participation?

- *Yes, as stated in the RFP on the Private School Consultation Form, "Students who attend private schools in the area to be served by the proposed program are eligible to attend the program. If any private schools are located in the area to be served, the applicant is expected to consult with the private school offices during the design and development of the proposed program on such issues as needs identification, services to be offered, service delivery, program assessment, and scope and size of services to be provided to private school citizens." If they do want to participate and are not on the list of eligible schools, you would need to be sure that 2/3 of the students you propose to serve attend schools that are on the eligible schools list.*

244. In the participating schools form, what type of information should go in the "Students to be served by this proposal" field?

- *The number of students from the school that you anticipate serving in your program (target number from that school)*

245. We've just received our charter documentation from NYSED on September 27, 2021. July 2022 begins our first operational year; we are currently in our planning pre-operational year. I am reaching out to confirm our eligibility. My understanding is that the 5-year grant runs from 2022 through 2027 during which time we will have students. However aside from the priority category one points, the RFP is not clear as to whether we must have been operating for a certain number of years prior to applying. Our school model is based on 21st-century learning model with a quite unique approach that does meet the programmatic expectations of this RFP. Our student population will mirror that of the Mount Vernon City School District. Given the date of our school approval, our school does not exist on this list. Please advise by stating whether this grant is one that our school is eligible for. If so, we would wish to apply as a single-entity for this grant.

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- *You are likely eligible to apply but you would need to apply with a partner agency. If you are in the Mount Vernon city School District area, there are a number of community-based organizations in that area.*
- 246. Could you please explain why public-school districts are required to consult with non-public schools if the non-public schools are eligible to submit their own applications?**
- *It is a federal requirement as per statute Section 8501 of ESEA.*
- 247. Is consultation with non-publics in the district a mandatory requirement if there is a non-public school within the applicant district?**
- *Yes.*
- 248. I am working with a community-based agency that serves children from several schools, some of which are eligible for bonus points as TSI schools, some as LEP schools, and some with no bonus eligibility. Approximately 1/3 of students come from LEP schools; another 1/3 come from TSI schools. Can we apply for a single 21st CCLC program and be awarded 3 bonus points (since 2/3 of the children come from either a TSI school or an LEP school)? Or must we split the application into two smaller ones, applying for just the LEP schools (with a few children from a non-LEP school) and another with just the TSI schools (and a few from a non-TSI school) in order to be eligible for the three points? We are aware we cannot receive the full 6 points because 2/3 of students do not come from a single eligible category.**
- *If you apply for a single 21st CCLC grant, you would not be eligible for priority since you would not fit either criteria. However, if you apply for two separate grants you would be eligible for 3 priority points in each application. If you apply for more than one grant remember that the total for both grants cannot exceed \$1.2M.*
- 249. I am the grant writer for the (district). I noticed that the elementary school for which we would like to serve was the only school in the district that was not listed in the list of eligible schools. However, the middle school that this school feeds into is eligible. (a Note also that this elementary school was on your list of schools with > 5 percent ELL students. Can you please let us know if this elementary school is eligible for funding.**
- *If this school is not on an eligible schools list, at least 2/3 of students served would need to attend one or more of the other schools in the district that do meet the eligibility requirements. If 2/3 of the students you intend to serve attend schools with at ≥ 5 percent ELLS population, you would also be eligible for priority points.*
- 250. Must at least 2/3 of the students attending this program need to come from schools that are eligible for Title 1, AND the school has a free/reduced lunch rate of at least 40%, AND at least 40% of the students in the school are designated as economically disadvantaged? Or can 2/3 of the students come from at least 1 of this type of schools?**
- *As stated on page ii in the RPF, "There are four tabs with lists at the following link: public schools and charter schools with at least 40% of their students who are economically disadvantaged; public schools and charter schools that are Title I Schoolwide programs; public schools and charter schools that have a FRPL rate of 40% or higher; and non-public schools that have a FRPL rate of 40% or higher. **To be an eligible school, it must be on one of those lists.** However, schools not on these lists can be included in your*

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program as long as 2/3 of the students you propose to serve attend a school on one of these lists. In some cases, a school may appear on more than one list.”

- [Complete List of Eligible Schools](#), as of September 15, 2021.
- 251. Do 2/3 of students served need to come from eligible schools with which we partner, or eligible schools period? I.e., under this grant, can we serve students from a multitude of eligible schools with whom we may not have an agreement?**
- *Applicants must have a partnership agreement with all schools that are attended by students served.*
- 252. Where is the eligibility information (link on page iii of the RFP; economically disadvantaged percentages and enrollment) gathered from? Specifically, what years of data?**
- *Percentage of all economically disadvantaged students statewide was calculated using the preliminary BEDS Day snapshot data for the 2020-21 school year as generated on January 11, 2021 from the Student Information Repository System (SIRS).*
 - *For each Judicial District, the total number of economically disadvantaged students enrolled in grades PreK-12 on BEDS day was calculated as a percentage of the total number of economically disadvantaged students enrolled in grades PreK-12 statewide.*
- 253. Our school (89% economically disadvantaged) is listed as an eligible school in our City School District. However, this school now has been re-purposed to serve K-12 students who are newcomers to the USA and the district. Can you provide direction and advice on how to account for the students eligible to be served at that school? Once these students gain mastery of English, they return to their feeder school, which may be the district high school, a middle school, or an elementary school. Many of those schools are also eligible for this grant.**
- *For schools that were not open on January 11, 2021, or have undergone significant changes in students served (e.g., grades, catchment zone), eligibility will be determined based on the eligibility of previously existing schools in the same grade span and catchment zone. This would allow this school to be deemed eligible based on the overall demographics of the district, and also other new schools in high need areas that undoubtedly would meet the eligibility criteria had they been in existence at the time.*
- 254. Are applicants required to consult with non-public schools within our boundaries? There is a form in SurveyMonkey, but the process is not explained in the RFP.**
- *Yes. The requirement is that you contact the nonpublic school and ask them if they have any interest in partnering with you on the grant. If yes, then you would plan the program jointly and would both sign a partnership agreement to collaborate on all aspects of the program. If non-public schools declined to participate, click the appropriate radio button, complete the contact information on the Attachment 4 form and click Mark as Complete.*
- 255. Is there a preference for funding consortiums or applications that will impact districts with a larger number of students, vs. applications that will only help in a district with fewer students?**
- *There is no preference given to applications proposing to serve a larger or smaller number of students.*

Enrollment Requirements

- 256. We are applying with several partner schools, including one that is not listed as an eligible school. Our projected enrollment assumes that children from that school will represent less than 1/3 of the enrolled children in the program. However, we are wondering if there are any contractual repercussions if actual enrollment by school differs from the anticipated enrollment.**
- *If enrollment by school differs somewhat but doesn't affect your 1/3 / 2/3 ratios it is not concerning as long as the total target number of students is being met. However, you would need to ensure that the 2/3 ratio of student participants attending eligible schools is maintained through the life of the grant. Failure to meet this target could result in a discontinuation of funding.*
- 257. Can we have selection criteria for students within a school (e.g., can we specifically recruit high school students who are under-credited) as long as we meet enrollment targets?**
- *Yes. You must also provide all three components of a 21st CCLC program, not only credit recovery.*
- 258. When a school is awarded the 21st CCLC grant can enrollment be decreased or increased based on participation?**
- *If you do not meet your enrollment targets, NYSED will automatically reduce your budget for that year. Your budget will return to the original amount the following year. If you would like to reduce your target, and thereby reduce your award, in advance, that is allowable. Awards can be reduced at any time. They cannot, however, be increased.*
- 259. Are we able to work with our existing members or do we have to open our doors to new students who want to participate?**
- *It is not clear to whom you are referring when you say "our existing members." If you are referring to student participants that you are serving through a Round 7 21st CCLC grant it should be noted that the previous grant sunsets on June 30, 2022. This is a new funding opportunity and as such it should be open to previously served students as well as new students who want to participate. If there is a need and desire for participation that exceeds the number of students you are prepared to serve you should either have selection criteria of serving those most in need and determine how you would determine need, or possibly make it a first come first served situation or a lottery to gain a participant slot. You could also rotate enrollment by semester to serve more students as long as those that were participating had the opportunity to reach the target number of hours so that they would count toward your target enrollment numbers.*
- 260. As our school continues to grow to its full enrollment size, each year the program will have higher demand for programming. We'd like to propose a program model that adapts over time to the needs of our growing school community. Are we able to change the structure annually to be responsive to community needs?**
- *There is no mechanism for increasing the award as your school needs grow. The grant amount is awarded based on cost per student served, which is intended to be consistent for each year.*

Remote/Virtual

- 261. How should COVID be addressed in 21st CCLC? Will remote “after-school” programs or hybrid programs be allowed? Will secondary plans need to be shared should a school or grade be quarantined or need to shut down?**
- *The expectation is that 21st CCLC Programs be conducted live and ‘in-person’, not virtual or ‘remote through computer access’. However, there may be a need to **temporarily pivot to virtual** programming due to issues related to the ongoing pandemic such as outbreaks at particular schools. Upon request, we have the discretion to decide to allow virtual programming for these reasons, as well as for students that, for medical reasons, request to have a **virtual option** for participation.*

Travel/PD

- 262. We are located in the “ROS” area. When it comes to the travel associated with the two mandatory regional professional development events, how should we best calculate travel? There is a broad range of options for locations, and subsequently mileage and hotel rooms.**
- *Estimate to the best of your ability using Albany as an upstate location and NYC as a possible 2nd location. If you go over or under the projected budget you have a \$1,000 leeway within the code category (Travel on your FS10 budget). If the discrepancy is more than \$1,000 you can submit a budget amendment and move funds in or out of particular code categories depending on actual versus projected expenses. The [United States General Administration](#) provides acceptable costs for travel. This can be used to help estimate costs to attend required professional development conferences.*
- 263. In Section 7 of the narrative (Organizational Capacity and Program Oversight) there is reference to someone from the Fiscal Lead needing to attend "required bi-annual professional development events". Can you specify the location of these events as well as the duration (1-day or multiple days) of the events so that we may budget for the expense of travel and lodging for such PD?**
- *The RFP states on page 21, “Budgets should include travel and lodging for up to three persons to attend two regional professional development events each year when in-person events are possible. One of the three attendees must be the person with fiscal responsibility for the program. Evaluators are highly encouraged to attend but the cost of their attendance must be included in their contract with the subgrantee and not be included in the applicant’s travel budget. NYC subgrantees must plan for one of the two events to be local, within the City and not require an overnight stay, and the other requiring one to two overnights for lodging. The location of the joint Rest of State (ROS) and NYC event is TBD. ROS subgrantees should plan for both events to require one to two overnight stays since ROS subgrantees are spread throughout the state. Site locations TBD.” . You could use Albany for a location for tentative budgeting purposes but as mentioned above, if costs differ by more than \$1,000 you can submit a budget amendment to move funds from one category to another. Note, the fiscal lead could plan to attend only on the day that fiscal matters are on the agenda so perhaps not need to attend for the entire duration of the event. The professional development events may also be virtual due to unforeseen circumstances.*

- 264. If a partner's program also includes an opportunity for teachers' professional development (by inviting interested teachers to participate as learners), is that considered an added benefit or is that somehow a drawback since professional development is not the focus of this grant?**
- *Professional Development for staff of the 21st CCLC is encouraged and is viewed as a benefit. This sounds like a way to perhaps attract teachers into the program. Programs should budget to cover both planning for the program and professional development. Applicants should consider the costs associated with the required professional development events referenced on page 21 of the RFP. The RFP states on page 25, "No more than 5 percent of the total annual award may be used for collaborative planning and professional development related directly to 21st CCLC programs."*

Previous Application/Grantee

- 265. Where can I obtain feedback on our past 21century grant application which was not accepted?**
- *Unsuccessful applicants could have requested a debriefing within fifteen (15) calendar days of receiving notice of non-award from NYSED. We are unable to provide a debriefing at this point, but you can submit a FOIL request at FOIL@nysed.gov for documents related to the previous round.*
- 266. If we already have a 21st Century grant, are we required to add new elements to receive a new grant?**
- *No, but you must apply to this new round to receive a new grant. When applying for funding in this new round you could propose a program that has successfully met the needs of your school community in the past.*
- 267. Would this grant be funding to perform programs we already do, or would we have to add new programming?**
- *This is for a new round of grant funding. As stated on page 19 of the RFP, "Funds must supplement, not supplant, existing services and may not be used to supplant federal, state, local, or nonfederal funds. Programs may not use 21st CCLC funds to pay for existing levels of service funded from any other source. An agency must ensure that each of those schools receives all of the federal, state, and local funds it would have received in the absence of the 21st Century funds." Current 21st CCLC sub-grantees may propose to continue a 21st CCLC program that has successfully met the needs of the school community in the past, or may propose a different program.*
- 268. If we are already providing one component of a 21st CCLC program (e.g., services for families), is it acceptable to request funding from 21st Century just for the other two components? This way, we will be leveraging existing funding and not supplanting.**
- *No. Because the services for families must be directly tied to 21st CCLC participants and involve seeking family input on 21st CCLC programming in particular, the family component must be included as part of the 21st CCLC grant. You could expand on existing family services to make 21st CCLC -specific family services available based on*

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a needs assessment of 21st CCLC participant families and actively seek family involvement with the 21st CCLC program.

- 269. If we are currently supporting a school with 21st CCLC funds that will end this year are we eligible to apply for funding for the same school again?**
- *Yes, you may apply to serve students from the same school. There is no prohibition against previous awardees applying for this Round or partnering with the same school(s).*

Notice of Intent

- 270. I completed the NOI since we intend to apply and received a V near this task; however, I am not given the option of submitting the NOI by itself. Is this OK?**
- *Yes, the check mark indicates the task is complete and NYSED knows of your intent to apply.*
- 271. The posted RFP states that the notice of intent must be submitted by 11/9 but the video recording posted on 10/1 says that the notice of intent must be submitted by 10/9. Could you please advise on which deadline is the correct one?**
- *The notice of intent should be submitted via Survey Monkey Apply Portal by **5:00 p.m. November 9, 2021***

Adequacy of Resources

- 272. Is the Section 8 Adequacy of Resources section not included in the 25-page limit? In the RFP, it appears that the Program Narrative is comprised of sections 1-7, with Section 8 being separate.**
- *Page 46 of the RFP describes what is included in Section 8 Adequacy of Resources. It is part of the Program Narrative. There is also a budget narrative that is one of the submission documents. The Budget narrative is not included in the 25-page limit, but Section 8 is included in the Program Narrative*
- 273. Where should the Adequacy of Resources response be uploaded?**
- *Page 46 of the RFP describes what is included in Section 8 Adequacy of Resources. It is part of the Program Narrative. There is also a budget narrative that is one of the submission documents. The Budget narrative is not included in the 25-page limit, but Section 8 is included in the Program Narrative.*

Curriculum

- 274. Can a for-profit organization use the existing curriculum created by another agency that is no-cost (free and with permission if required) and charge for the facilitation of administering the program (course) for students?**

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- Yes.
- 275. Can a for-profit agency run various online courses and make them available to schools?**
- *The expectation is that 21st CCLC Programs be conducted live and ‘in-person’, not virtual or ‘remote through computer access’. However, there may be a need to temporarily pivot to virtual programming due to issues related to the ongoing pandemic such as outbreaks at particular schools. Upon request, we have the discretion to decide to allow virtual programming for these reasons, as well as for students that, for medical reasons, request to have a virtual option for participation. It is acceptable if one of the activities the center offers to participants is the chance to pursue online coursework for enrichment or credit recovery. But this should not be the only option for programming as hands-on and project-based academic enrichment and other youth development are required.*
- 276. Can a for-profit agency include various different programs in its list of courses and have flexibility to give the school(s) they are working on a choice of what programs to provide to students?**
- *Planning with the school(s) for what programming will be offered should occur prior to submitting an application. The curriculum should be aligned with the needs and priorities of the school(s) with which you will partner as well as the larger needs of the community.*
- 277. The principal of our host school requested school day musical services with a focus on instrumental music and vocal programming. Under this RFP can we provide day school students with musical student support services focusing on music history, music theory, music making, song writing, composition, improvisation, entrepreneurship, career development, instrumental and vocal classes?**
- *Yes. Those are all acceptable activities. When you say day school students it is not clear if you are referring to offering those activities during the school day. If you plan to offer services during the school day, make sure that you are eligible by completing the participating schools form and answering yes to the question of whether you plan to offer activities during the regular school day.*

Laptops/Hotspots/Software

- 278. Can a for-profit company include laptop purchases and hotspots for students attending their 21st century programs?**
- *Yes. As stated on pages 19-20 of the RFP “Supplies and Computing devices, including computers/printer, pertaining to academic and enrichment activities” are allowable expenses.*
- 279. Can purchased goods include software licenses? How about the cost of software to help students stay on task and focused (like filtering software)?**
- *Yes, software licenses would be allowable as supplies and computing devices pertaining to academic and enrichment activities. Filtering software that helps students stay on task and focused could be allowable if a justification is provided that it is reasonable and*

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necessary to meet the goals and objectives of the program. Please refer to Pages 19-20 of the RFP for allowable and unallowable expenses.

- 280. If computer equipment can be purchased, can students keep the equipment at the end of the program? If so, can it be tied to the number of hours needed to count as a participant in the program (15 hours)?**
- *When it is determined that original or replacement equipment acquired under a federal award is no longer needed for the original project or program or for other activities currently or previously supported by a federal awarding agency the grant recipient will contact NYSED, the awarding agency, for disposition instructions. Generally, disposition of equipment is dependent on its fair market value (FMV) at the time of disposition. If the item has a current FMV of \$5,000 or less, it may be retained, sold, or otherwise disposed of with no further obligation to NYSED, the federal awarding agency. If the item has a current FMV of more than \$5,000, the federal awarding agency is entitled to the federal share of the current market value or sales proceeds. This rule would only apply after the five years of the grant program had ended and equipment would obviously not be available to give to a student after only 15 hours of participation. After the life of the grant, it may make more sense to perhaps donate the computers to the school or another agency that serves students. It would be difficult to determine which students to donate the computers to after the grant sunsets, and since all students would not be able to receive one, there is no way for it to be equitable.*

Reimbursement/Vouchers/Payment Process

- 281. For-profits unlike Non- Profit agencies are required to submit vouchers for reimbursement. How frequent are these vouchers submitted? When should agencies expect to be reimbursed after submissions are made?**
- *For-profit and non-profit organizations are required to submit FS-25 vouchers for reimbursement. The difference is that non-profits receive 20% of their annual budget after the approval of their FS10 budget each year without submitting a voucher and are on a reimbursement basis for the remaining 80%. For profits are on a reimbursement basis for the entirety of their annual budget each year. For additional information about grant payments, please refer to the link on page 27 of the RFP and copied here: Fiscal Guidelines for Federal and State Aided Grants.*
 - *NYSED does not require, but recommends requesting reimbursement monthly if possible. Reimbursement requests will be submitted to the New York State Education Department via Office of Grants Finance. All reimbursements are based on actual disbursements, not on obligations. It is important to regularly submit vouchers so that spending can be monitored by the program and by NYSED. Agencies could expect payment within a few weeks of submission. Occasionally there are circumstances that hold up payments a bit longer.*
- 282. Is there a difference in the payment process for partners (not lead CBOs) and vendors?**
- *NYSED only makes payments to the lead applicant. Any partners and subcontractors receive their payments from the lead applicant.*

Documentation/Reporting

283. What are the documentation and reporting requirements?

- *Documentation, reporting, and data collection requirements are stated throughout the RFP. These include, but are not limited to:*
- *As stated on page 23 of the RFP, “Subgrantees are required to submit a Mid-Year Report (MYR), typically in February or March of each program year using an on-line system. The MYR is a way for the Program Office to monitor the progress made toward successful implementation of programs under this grant. This report must be completed by the program director, not the local evaluator.*
- *All subgrantees are required to have a local evaluator. The local evaluator must submit the Annual Evaluation Report (AER) and must comply with all the requirements as per the 21st CCLC Evaluation Manual. As stated in the Manual, the AER must be submitted annually, no later than September 30 of each year of the grant. The AER provides data on the progress that the program has been made toward meeting the project goals and the program performance indicators. Additional information about the annual performance report will be made available to subgrantees by SED after grant awards are made. Subgrantees who do not demonstrate adequate performance and 100% compliance risk the loss of funding.*
- *Subgrantees must ensure that they will take the necessary steps to be in full compliance with all State and Federal requirements. In order to monitor compliance, the Department’s 21st CCLC program office, in collaboration with the 21st CCLC Technical Assistance Resource Center(s), will conduct at least one site monitoring visit (SMV) during the five-year funding cycle. After such visit(s), in-person (if possible), or virtual (if necessary), if the program is found to be out of compliance in any areas, the program has to submit an [Action Plan](#) and has up to six months to come into full compliance or risk the loss of funding. The Department conducts an annual risk assessment of all subgrantees to determine which subgrantees need to be monitored in any given year. Refer to the SMV report template for the areas in which all programs will be monitored for compliance.*
- *As stated on page 27 of the RFP, “The local board of education, or other appropriate governing body, is responsible for the proper disbursement of, and accounting for, project funds. Written agency policy concerning wages, mileage and travel allowances, overtime compensation, or fringe benefits, as well as State rules pertaining to competitive bidding, safety regulations and inventory control must be followed. Supporting or source documents are required for all grant-related transactions entered into the local agency’s recordkeeping systems. Source documents that authorize the disbursement of grant funds consist of purchase orders, contracts, time and effort records, delivery receipts, vendor invoices, travel documentation and payment documents. Supporting documentation for grants and grant contracts must be kept for at least six years after the last payment was made unless otherwise specified by program requirements. Additionally, audit or litigation will “freeze the clock” for records retention purposes until the issue is resolved. All records and documentation must be available for inspection by State Education Department officials or their representatives.”*