CSTEP RFP Q & A

Note: An update was made to page 29 of this RFP regarding MWBE. The language now states that the 30% goal will be applied to each budget year.

Budget/Cost Share

1. *Page 22 of the RFP, under Allowable Expenses, do research supplies (reagents, consumables, etc.) fall within "Academic Enrichment" if the supplies are used in the lab where a CSTEP student is doing an internship?*

   > Yes, as stated in the CSTEP RFP, (p. 22), "Student classroom supplies, including student laboratory supplies" are allowable expenses.

2. *Do Research Supplies purchased for activities during Day of Service in which HS students who are not enrolled in the College will participate fall under "Academic Enrichment" as an allowable expense?*

   > Day of Service as referenced in the RFP (p. 12) states: "Plan, implement, and assess Day of Service participation by CSTEP students in their local community or the local community of the institution. These events are meant to both bring a highlight to the experience of CSTEP students in education for the licensed professions, scientific, and technical fields, and to provide an opportunity to showcase community collaboration in utilizing the skills learned in their academic college experience." Therefore, supplies for this event are academic in nature and are used by CSTEP students in exhibiting what they are learning towards securing careers in STEM and/or the licensed professions.

3. *Can a CSTEP program "subcontract" a service (e.g. tutoring) to another office of the College (a Tutoring Center, for example), page 23, item 10 under Allowable Expenses"?*

   > Yes, if it is solely for the purpose and benefit of CSTEP students the RFP states (p. 23): *"Subcontracts for program services can be made*

4. *For summer internships outside of campus, that run through the end of our Fiscal Years, are we allowed to provide stipends? For example, student internships that run from June 1-July 30.*

   > Yes, however the grant year ends on June 30 and therefore two separate stipends could be awarded to cover the range if the range would cross grant/contract years.

5. *Can URLS be included in the proposal to demonstrate institutional commitment, current activities, etc.?*

    URLS may be included, however access to them by reviewers is not guaranteed.

6. *When requesting funding, do we include the funds from institutional matching in the request or not?*

    No, the 25% required matching funds would be calculated on the amount of the request.

7. *Are we to submit the budget narrative in excel format that is typically used to submit budget proposals?*

    Yes, as stated in the RFP (p. 25/58*): "*Utilize the CSTEP Budget Narrative form located at: http://www.highered.nysed.gov/kiap/colldev/CollegiateScienceandTechnologyEntryProgram.htm "

8. How should the budget narrative and fs10 be completed when submitting the proposal for 2020-2025?

    The FS10 should show all costs, calculations of costs and accurate accounting for the funds that the applicant is seeking from NYSED. The budget narrative should include all funds the applicant is seeking from NYSED as well as the required matching funds. Both documents must have cost calculations easily understood and accurate including FTEs for all positions associated to working on and for the proposed program.

9. *We have a Learning Resource Center on campus that handles tutoring services. In the CSTEP RFP, is it okay to subcontract and pay the Learning Resource Center for the tutoring for gateway courses instead of paying and screening for tutors by ourselves? (As a "Subcontract for Program Services")*

    Yes, according to the CSTEP RFP, (p. 23) "Subcontracts for program services can be made" as long as these tutoring services are above and beyond what all students receive and are for the sole purpose of CSTEP enrolled students at your institution.

10. *Can grant funds be used to purchase faculty release time?*

    CSTEP funds can be used for this purpose if the faculty during that stated release time is to be working with and for CSTEP enrolled students.

11. *The Announcement of Funding Opportunity RFP # GC20-004 states under "Funding": "The maximum award for an individual CSTEP project funded during the 20-25 cycle will be $450,000 per year. The maximum award for any newly funded individual CSTEP project funded will be $300,000;" (my italics and underlining). Is the $300,000 max for new CSTEP*

projects a per annum amount, or is that the cap for the total budget for the full five-year project? The language in the RFP does not say "per year" after the $300,000 amount, so it's not clear, but it seems to suggest that the $300,000 is for the full five-year duration of the 2020 – 2025 funding period. Is that correct, or is it $300,000 per year?

New projects, or those whom did not have a project during the 15-20 grant cycle, who are now beginning in the 20-21 grant year may apply for up to $300,000 per year.

12. *Should the FS-10 and budget narrative/composite budget follow the Proposal Narrative or should the budget follow the Statement of Assurances and Vendor Responsibility Questionnaire?*

As indicated on p. 58 of the RFP all budget documents are part of Attachment II.

13. *What are the guidelines for use of grant funds to cover food expenses when the primary purpose is related to student programming such as academic/career seminars/workshops/events? A workshop held during a mealtime (lunch/dinner).*

SED does not object to funds being utilized for food expenses during events/activities.

14. *Can supplemental financial assistance (page 22 of RFP, allowable expenses) include tuition, course fees, fees related to credential-related exams, childcare tuition?*

As stated on p. 22: "Supplemental Financial Assistance which may include stipends, nominal travel assistance, and/or books/supplies" and therefore, if the specific items fall within that scope, it would be an allowable expense.

15. *Can you define stipends, as referenced in Supplemental Financial Assistance on page 22 of RFP?*

A stipend is a predetermined amount of money that is provided periodically to help offset expenses.

16. *Can instructional computer software include electronic portfolios?*

Yes, instructional computer software could include electronic portfolios if it is solely for the purpose of CSTEP enrolled students.

17. *Can instructional computer software include software utilized to manage applied and experiential learning opportunities such as clinical placements and internships?*

Instructional Software utilized to manage applied and experiential learning opportunities such as clinical placements and internships may be allowable, if it is solely for the purpose of CSTEP enrolled students and is supplemental to any other software that the institution has available for all students to utilize.

18. *Must all institutional match funds be used for the purpose of administering CSTEP? or can some be used for the purpose of supplemental financial assistance, such as books/ supplies?*

As stated in the RFP, (p. 24), "All matching contributions must be used for activities related exclusively to the CSTEP project, and institutional accounts must be structured to reflect this contribution by appropriate line item", and therefore institutional matching funds may be in a variety of areas as long as the justification can be provided.

General

19. *For the 10-page narrative – do we include a summary of the requirements?*

Per the RFP (p. 36): "The proposal narrative should describe all 2020-2025 proposed activities in detail that meet the priorities and requirements as stated in this RFP. The completed proposal narrative document should reflect a cohesive program. The maximum length of the proposal narrative is 10 pages, not including attachments."

20. *Is the grid "Programs leading to professional licensure, scientific or technical careers" part of the narrative?*

In the CSTEP RFP Attachment I is composed of items on pages 44-57.

21. *Can you please clarify what is meant by "distinct contracted and unduplicated headcount" in terms of applying for CSTEP for different campuses? Does this mean students cannot attend classes at both campuses?*

If an institution has more than one CSTEP project, students can only be listed on one roster which indicates participation in one program. Institutions with multiple campuses may have students attending classes on any/all campuses but the student must be on the roster at the campus in which they are a full-time matriculated student.

22. *For those with existing programs are we to use our current project number and contract number for the narrative or do we leave that blank?*

As no project or contract numbers can be assigned until after the awards are determined, please leave those areas blank.

23. With previous NYSED programs, the specific SUNY School was named as the applicant with The Research Foundation for SUNY to serve as the fiscal administration of the grant. Can the Research Foundation for SUNY be the fiscal administrator for the 2020-2025 CSTEP program so long as a SUNY School is named as the applicant?

> The Research Foundation may be the fiscal agent but according to the regulation may not be the applicant as the applicant must be a degree granting institution.

24. Please clarify the 10-page limit for the proposal narrative. Does the 10-page narrative include only sections A, B, D, E, and F, and exclude section C (Program Requirements and Measure of Positive Performance Matrix) as they are attachments?

> The Program Requirements Matrix, Proposal Narrative and Project Operation and Proposal Checklist (pp. 47-57 of the CSTEP RFP) are considered an attachment and not included in the 10-page maximum.

25. If an institution has two distinct geographical campuses and is looking to serve all students with the CSTEP grant, can the institution submit one application or do they have to submit two, one for each campus?

> An institution with two distinct geographical campuses may elect to apply for a single program or separate program however they must maintain a "distinct contracted and unduplicated headcount" per program.

26. If institutions with two geographical campus can submit one application, should they distinguish between campuses in the 10-page narrative or write the application as if they were one campus?

> If the institution is proposing to have one program, then the application should be written as one program which recruits and serves eligible students from both campuses.

27. Are there any page limits for the attachments?

> No, this is not specifically noted in this RFP.

28. Are there limits to the number of letters of support that can be included as part of the attachments?

> No, this is not specifically noted in this RFP.

29. On the table on page 47 (proposal narrative, programs leading to licensure etc.), should the number in "total number of majors" be for the entire institution or just the current CSTEP program? And please clarify what the "projected numbers of CSTEP students in major" means.

> The table on p. 47 in the section labeled, "total number of majors", is the number at the entire institution and the section labeled, "projected numbers of

CSTEP students in major" is the projected number of eligible CSTEP whom could be possibly recruited that are matriculated in that major.

30. *Is the narrative section inclusive of the matrix and therefore part of the 10-page limit or should these be considered separate documents?*

The Program Requirements Matrix, Proposal Narrative and Project Operation (pp. 44-57 of the CSTEP RFP) are considered an attachment and not included in the 10-page max.

31. *Are appendices acceptable? Is this where MOUs and letters of support would go?*

Yes, and yes.

32. *The cover sheet of the budget narrative form says that listing a director for the CSTEP project is required, but what if we are a new applicant and don't have a director yet? If we are first-time applicants with a new project in mind, and our intention is to hire a director for our project once the application is approved, what should we enter in this section of the budget narrative cover sheet?*

Any applicant may complete this specific line on the cover sheet of the budget narrative as TBD if there is no currently named Director for the proposed program.

33. *To whom should letters of support be addressed?*

You may address them to either: Beth Berlin, Acting Commissioner of Education or, Anael Alston, Assistant Commissioner for the Office of Access, Equity & Community Engagement.

34. *Would you be open to providing some sort of feedback after the fact to those that submit a proposal? We never know how well (or not) we hit the mark. To our understanding those that do not get funded get something, but those that are funded do not.*

Per the RFP the only feedback that is provided is as follows (p. 42): "All applicants will be notified in writing regarding the disposition of their proposal. Successful applicants will be informed of the amount of their award and the next steps in the Grant Contract process. Applicants of current programs not recommended to receive a Grant Contract will be notified in writing of the necessary actions needed to close their respective programs. Applicants not recommended for funding may request a summary of reviewer comments."

35. *What are you looking for in Attachment R? A letter from our IT department? It does not appear to be a form but merely a list of requirements.*

Nothing needs to be included with the application. The reference to Attachment R in the RFP, (p.34) states: *The Contractor agrees to comply with FERPA and New*

York State Education Law § 2-d. The New York State Data Security and Privacy Plan (Attachment R) is annexed to this RFP, the terms of which are incorporated herein by reference, and which shall also be part of the Contract.

36. *I am writing to find out who Letters of Support should be addressed to for our application*

Beth Berlin, Acting Commissioner of Education or Anael Alston, Assistant or Commissioner for the Office of Access, Equity & Community Engagement

37. *Are public (i.e. SUNY) community colleges applying for new, individual CSTEP project funding considered "not-for-profit vendors" for the purposes of the Prequalification Requirement?*

Public colleges are not required to be Prequalified. However, organizations that are not required to Prequalify must still register on the Grants Gateway. If a public college will be using a Research Foundation as a fiscal agent, the Research Foundation must prequalify.

For information on the Prequalification Requirement, as stated in the RFP (p.3) please go to :https://grantsmanagement.ny.gov/resources-grant-applicants

38. *If we have a summer research program, do we need to include resumes of the faculty mentors also?*

As stated on p. 38 of the RFP: "List the names and attach an appendix containing the current resumes for all fulltime and part-time professionals, including instructional staff, to be assigned to the project. "

39. *Please clarify whether the 10-page limit for the CSTEP proposal narrative includes the Budget Narrative A – G?*

The Program Requirements Matrix, Proposal Narrative and Project Operation and Proposal Checklist (pp. 47-57 of the CSTEP RFP) are considered an attachment and not included in the 10-page maximum.

40. *Who should the letter of supports be addressed to?*

Beth Berlin, Acting Commissioner of Education or Anael Alston, Assistant or Commissioner for the Office of Access, Equity & Community Engagement.

41. *How do we register to prequalify through the grants gateway?*

Per the RFP (p. 32), specific questions about the prequalification process should be referred to your agency representative at prequal@nysed.gov or to the Grants Management Team at grantsgateway@its.ny.gov .

42. *The RFP mentions that the narrative should describe all 2020-2025 proposed activities in detail that meet the priorities and requirements however there is not a priority section in the matrix is it something we need to add?*

> The section should be completed as stated in reference to the requirements only.

43. *In the previous RFP, applications were due March 6, 2015 for project period 7/1/15-6/30/2020. Given this, can the application dateline for this RPF be extended?*

> The established timeline and application due date shall not be amended for the RFP at this time.

44. *On page 26, #4 under Records Retention, guidelines are provided for maintenance of student records (6 years) for students who graduate or withdraw from the IHE. If a student remains at the institution but no longer participates in CSTEP (eg, becomes a part time student), must the student record be maintained for 6 years from when the student exited the CSTEP program, or does the CSTEP program have to determine when the student subsequently leaves the institution via graduation/withdrawal?*

> Record retention per the RFP (p. 26): "must be maintained for six years after the student graduates, and if a student withdraws from the institution prior to graduation, the student CSTEP record must be maintained for six years from the end of the academic term in which the student withdrew, or longer if required by institutional policy or practice." Therefore, records must be retained based on student graduation or withdrawal from the higher education institution.

45. *Should Appendix materials (CSTEP staff resumes, MOUs, letters of support) be attached last?*

> If you include an appendix in your RFP application, it should be at the end of the proposal.

46. *Should Attachment 1 - Program Requirements and Measures of Positive Performance Matrix be inserted after Section B- Cooperative Relationships and before Section D – Recruitment? Or should the Matrix be attached at the end of the Project Narrative (after Section F-Project Staffing)? Do the pages for the Matrix count toward the 10-page limit for the Proposal Narrative, or does this page limit apply only to Narrative Sections A, B, D, E, and F)?*

> The Program Requirements Matrix, Proposal Narrative and Project Operation and Proposal Checklist (pp. 47-57 of the CSTEP RFP) are considered an attachment and not included in the 10-page maximum.

47. *Section XV. NARRATIVE FORMAT. The instruction says the name of the institution must appear in the top right corner of each page, but the template has the header in the top left corner. Should the header remain in the top left or be moved to the top right?*

> As stated in the RFP instructions, the name of the institution should be in the top right corner of each page.

48. *As a Community College, can/should we list Liberal Arts & Science – General Studies – AS (the colleges largest enrollment program/major) in the Proposal Narrative section? Students may be interested in pursuing careers, i.e., Ophthalmologist, upon transferring and our college does not offer that program/major.*

> A description needs to be provided indicating how students whom major in Liberal Arts & Science – General Studies will be able to fulfill the mission of CSTEP as the academic programs they enroll in will prepare them for licensure in the professions or for employment in scientific and technical fields.

49. *How are RFP reviewers selected?*

> Reviewers are selected by the Program Office, and submitted to the Assistant Deputy Commissioner of Access, Equity and Community Engagement Services for approval.

50. *Will reviewers have a working knowledge of the program mission and operation?*

> All reviewers shall be subjected to a training.

51. *Are proposals submitted ahead of the November 8th deadline going to be reviewed ahead of time? Will these proposals be given notice ahead of their competitors?*

> No, all proposals must be postmarked by November 8, 2019 and all proposals shall be logged and reviewed after that date. Anticipated Preliminary Notification of Awards should be mailed approximately late January 2020.

52. *Is there a competitive advantage to submitting earlier?*

> No, all proposals must be postmarked by November 8, 2019 and all proposals shall be logged and reviewed after that date.

Institutional Expertise

53. *For continuing programs-do we incorporate previous assessment results?*

> This is not specifically requested in this RFP but is not prohibited.

54. *For continuing programs is there a place for or is it appropriate to describe the program's history with respect to cooperative relationships and activities?*

> The Institutional Expertise or Cooperative Relationships sections appear to be appropriate areas for this information. Please see p. 36 of the RFP for clarification on what is sought in these areas of the narrative.

MWBE

55. *Is the MWBE percentage requirement over the 5-year grant cycle or each year?*

> We have revised the language in the RFP. The language now states that the MWBE goal of 30% applies to each applicant's ***annual*** discretionary non-personal service budget, rather than to the total, multi-year discretionary non-personal service budget. Please use the MWBE Goal Calculation Worksheet to calculate the annual dollar amount of the MWBE goal for your grant application. The dollar amounts in each category on the MWBE Goal Calculation Worksheet should match those on the annual FS-10 budget. If you have any questions about how to complete the MWBE forms, please email MWBEgrants@nysed.gov for assistance.

56. *Can applicants use a MWBE evaluator to help meet part of the 30% MWBE goal?*

> A certified MWBE Program Evaluator may be utilized if justified and approved of in the proposed budget.

57. Just to clarify, is the 30% MWBE goal for the entire 5 years or does 30% need to be reached each year?

> We have revised the language in the RFP. The language now states that the MWBE goal of 30% applies to each applicant's ***annual*** discretionary non-personal service budget, rather than to the total, multi-year discretionary non-personal service budget. Please use the MWBE Goal Calculation Worksheet to calculate the annual dollar amount of the MWBE goal for your grant application. The dollar amounts in each category on the MWBE Goal Calculation Worksheet should match those on the annual FS-10 budget. If you have any questions about how to complete the MWBE forms, please email MWBEgrants@nysed.gov for assistance.

58. Page 29 of RFP - *For multi-year grants, applicants should use the total budget for the full multi-year term of the grants in the above calculation.* What does this mean? Please provide an example.

> We have revised the language in the RFP. The language now states that the MWBE goal of 30% applies to each applicant's ***annual*** discretionary non-personal service budget, rather than to the total, multi-year discretionary non-personal

service budget. Please use the MWBE Goal Calculation Worksheet to calculate the annual dollar amount of the MWBE goal for your grant application. The dollar amounts in each category on the MWBE Goal Calculation Worksheet should match those on the annual FS-10 budget. If you have any questions about how to complete the MWBE forms, please email MWBEgrants@nysed.gov for assistance.

59. *Page 29 M/WBE participation does not need to be the same for each year of a multi-year grant. What does this mean? Please provide an example.*
> This sentence has been removed from the RFP.

Program Requirements and Measures of Positive Performance

60. *Are student internships done by students to satisfy for-credit capstone experiences required for their degree included in the Program Requirements (page 37, C.2.)?*
> If that student is a CSTEP student and it is with the guidance and assistance of CSTEP that the student was able to complete the internships it would be applied to this matrix.

61. *Please provide definitions to the terms "Instructional Support," and "Small-Group Tutorials."*
> Per the RFP (p. 12) "Provide instructional support in "gateway courses" (i.e., small group tutorials or supplemental instruction in biology, chemistry, physics, calculus, and pre-professional pre-requisite courses)." Instructional supports are small group tutorials or supplemental instruction. A small group, approximately 3-6 participants, whom are provided instruction intended to reinforce specific skills/knowledge would be sufficient in meeting the initiative of small group tutorials.

62. *Would organizing guided study groups with a qualified tutor/instructor for higher level courses satisfy the requirement to provide "tutoring for higher level courses"?*
> Yes, an organized, guided study groups with a qualified tutor/instructor for higher level courses would satisfy the requirement to provide "tutoring for higher level courses"

63. *Would providing one-on-one and/or one-on-two (tutor: student) tutoring sessions qualify as "small group tutorials"?*

> Yes, one-on-one and/or one-on-two (tutor: student) tutoring sessions would qualify as "small group tutorials."

64. *Programs are required to: Provide instructional support in "gateway courses" (i.e., small group tutorials or supplemental instruction in biology, chemistry, physics, calculus, and pre-professional pre-requisite courses) at the freshman and sophomore levels and tutoring for higher level courses at the junior and senior levels. Does the program have to explicitly provide this instructional support or is connecting students to other instructional support resources on campus sufficient to meet this requirement?*

> CSTEP programs must deliver, or provide access to, instructional supports and be able to produce data that indicates these supports aided in student success. These supports must be in addition to the assistance that any non-CSTEP students are provided at the institution.

65. *Are measures of positive performance to be based on percentages?*

> Per the RFP (p.49) *For each activity and/or service, indicate the level of positive performance you feel the activity and/or service are providing in each year. For example: select Level One = Beginning, Level Two = Developing, Level Three = Proficient (see template below)*

66. *Under requirements – can we list activities and services as years 1-5 rather than year to year?*

> As stated in the RFP (p. 49*): "It is expected and understood that fundamental activities, such as academic tutoring, advising, etc., will be included in each funding year."*

67. *For Day of Service – is it one per year?*

> As stated in the RFP (p. 12*): Plan, implement, and assess Day of Service participation by CSTEP students in their local community or the local community of the institution. These events are meant to both bring a highlight to the experience of CSTEP students in education for the licensed professions, scientific, and technical fields, and to provide an opportunity to showcase community collaboration in utilizing the skills learned in their academic college experience.*

68. *Is there a limit to the number of pages of the Requirements grid?*

Number of pages is not noted however per the RFP, (p.49): "Using the template found below, provide a separate chart for each requirement."

69. Is the positive performance matrix considered an attachment?

The Program Requirements Matrix, Proposal Narrative and Project Operation (pp. 44-57 of the CSTEP RFP) are considered an attachment and not included in the 10-page maximum.

70. If there is a 10-page limit to the matrix is it possible to modify the matrix by eliminating the description box and 5th year (as we have no five year)?

The Program Requirements Matrix, Proposal Narrative and Project Operation (pp. 44-57) of the CSTEP RFP) are considered an attachment and not included in the 10-page max. Additionally, the RFP is for a five-year program therefore all five years should be indicated and noted on the matrix.

71. Section C of the Narrative. Are you just looking for the matrix here, or should there be some narrative explanation? (The last grant appeared to ask for written information in addition to the matrix. This one does not appear to do the same.)

Please review section C on page 37 of the RFP where it states that Section C is the Performance Matrix: Attachment I.

72. If we offer a service that can fit into two requirements in the Narrative Part C Matrix of the RFP, should it be written in only one or in both. For example, we have an annual career panel that fulfills requirements three and four, do we write it in both sections?

As stated on p. 49 of the RFP, this chart should include: "Descriptions of activities and/or services for a five-year period." Therefore any/all activities that meet a requirement should be listed for each requirement."

73. In the Narrative part C Matrix where it describes, year one, year two, year three, does this refer to the years of the grant, or whether a service is available to a student in year one as a freshman, year two as a sophomore, etc.?

The years in this matrix refer to the years of the grant cycle.

74. In the previous RFP, it was required to include in the narrative portion a description of the program priorities and how the requirements will be achieved. For this RFP, are you looking for an additional narrative description for the requirements other than what will be included in the Performance Matrix attachment? Or what is put on the Program Requirement

Performance Matrix attachment suffice? Also, will there need to be a portion in the narrative describing the priorities, or is this not necessary anymore to be included?

> The Program Requirement Performance Matrix attachment is the required documentation for this section. The section should be completed as stated in reference to the requirements only.

75. *Describe how government agencies (e.g. NYSTAR, NYDOH, NSF, NIH), business/industry, and at least one of the professions (See: http://www.op.nysed.gov/prof/) will participate in the planning, implementation, and evaluation of the project. For this question – would it suffice to talk about just one of the agencies/industries/professions listed above?*

> Responses should equate to exactly how the applicant proposes to have any/all government agencies, business/industry and at least one profession participate in the planning implementation and evaluation of the project.

76. *The instructions for the Requirements Matrix state that it is understood that fundamental activities, such as academic tutoring, will be provided each year. Does this mean that applicants should not list those fundamental activities in the matrix, even though they are planned and will be provided?*

> As stated on p. 49 in the instructions, "The project must include required activities and/or services"; therefore, all required activities and services should be listed.

77. *If more than 1 activity/service is planned for a given Requirement, should these be listed on separate rows within the Matrix table? For example, if 2 activities/services are planned for Requirement 1 in the First Year, should applicants insert a second row within the table to list the activity/service for Year 1 separately?*

> As stated on p. 49 in the instructions: "The project must include required activities and/or services. It may also include other activities and/or services designed to achieve program purposes"; therefore, all activities and services should be listed.

Project Staffing and Management

78. *Must the project have a Project Director?*

> The RFP provides a professional staffing suggestion on p. 11, and requires that the proposal briefly describe all professional positions (full-time and part-time) that will be assigned directly to the project, and provide current resumes for all

part and full time positions whom shall be assigned to the project as stated on page 38.

79. *Must the Project Director be full-time?*

The RFP provides a professional staffing suggestion on p. 11, and requires that the proposal briefly describe all professional positions (full-time and part-time) that will be assigned directly to the project, and provide current resumes for all part and full time positions whom shall be assigned to the project as stated on p. 38.

80. *Can the Project Director be an institutional match?*

Yes, the Project Director may be an institutional match.

81. *Can the Coordinator be funded through C-STEP funds?*

Yes, the Coordinator may be funded through C-STEP funds.

82. *What is the recommended FTE staff to student ratio?*

SED has no specified requirement for FTE staff to student ratio.

Recruitment and Retention

83. *Can a full-time student be co-enrolled in CSTEP and another college momentum or scholarship program?*

Per the RFP (p. 22*)* "Students enrolled in the State-funded opportunity programs (HEOP, EOP, SEEK, or College Discovery) are eligible to participate in CSTEP; however, institutions must ensure that no more than 20 percent of all CSTEP participants are concurrently enrolled in an opportunity program, that services are not duplicated between programs, and institutions must be able to demonstrate non-duplication of services in the activity section of the annual report. "Double-counting" of students to generate funds from more than one outside source will not be permitted."

84. *Can you please confirm that programs can recruit eligible CSTEP students from their freshman, sophomore, junior and/or senior years OR do all eligible CSTEP participants have to be recruited as freshman?*

SED does not designate what year of study a student must be in to be eligible to participate. Per the regulations, "Eligible students must be in good academic standing and enrolled full time in an approved program of study, as defined by the Regents."

85. *Can you please confirm that a first time CSTEP grant applicant, if awarded, can recruit existing eligible students (sophomores, juniors, and seniors) as well as new freshman into the first cohort of the first year of the program OR does the program have to be 30 new freshman each year?*

> SED does not designate what year of study a student must be in to be eligible to participate. Per the regulations, "Eligible students must be in good academic standing and enrolled full time in an approved program of study, as defined by the Regents."

86. *Are undergraduate programs of study that <u>could</u> lead to licensure eligible for students?*

> If the student will be able to fulfill the mission of CSTEP by enrolling in an academic program that will prepare them for licensure in the professions or for employment in scientific and technical fields, then they would be eligible.

87. *If a graduate student enrolled in a licensed professions program (e.g. pharmacy) is over the age of 21 (no longer a dependent) and does not have a job, can they satisfy the definition of being economically disadvantaged?*

> Per the regulations, documentation confirming economically disadvantaged status is required only for students who are not Black, Hispanic, American Indian or Alaskan native. Said economic disadvantage documentation would be a copy of the student's FAFSA <u>and/or</u> a signed copy of all applicable and most recent tax returns (IRS form 1040, 1040A, 1040EZ or 4506). The economic eligibility standards set forth apply only at the time of admission as a first-time student to a CSTEP program.

88. *Are Mathematics majors eligible for CSTEP funding.*

> If the students intended career outcome in one which leads to a NYS licensure, a scientific or technical career, then it would be applicable.

89. *Can you please clarify what this means and also provide examples of how successful programs have recruited from the pool of eligible statewide STEP students? The statewide STEP roster can be found at: http://www.highered.nysed.gov/kiap/step/*

> CSTEP programs may reach out to existing STEP programs to request information as to the possibility of students applying and attending their institution. Programs in STEP and CSTEP collaborate regionally and statewide to provide these referrals which may contain a pool of eligible students.

90. *Is Law considered a licensed profession for the purposes of the CSTEP program? Are pre-Law students eligible for the CSTEP program regardless of their undergraduate major?*

> If the students intended career outcome is one which leads to a NYS licensure, a scientific or technical career then it would be applicable. Since the <u>New York State</u> Board of Law Examiners has the power to <u>license</u> attorneys to practice law in New York and operates under the auspices of the New York State Court of Appeals and within three years of passing the bar exam, you must apply for

admission to the New York State Bar to be sworn in formally and then officially licensed to practice law in New York State, this is considered a licensed profession.

91. *If a student's objective is licensure in a listed profession, for example language pathology or social work, but their undergraduate degree is in a major that requires little or no math or science, such as English or something similar, are they still eligible for the CSTEP program?*

If the students intended career outcome in one which leads to a NYS licensure, a scientific or technical career, then it would be applicable.

92. *According to the RFP: "Approved Program: is an undergraduate level program of study and/or graduate level program registered by the State Education Department and offered in New York State which **either**: has been designated by the Commissioner as licensure qualifying in the particular profession [. . .] **or** prepares students for employment in scientific, technical, health and health-related fields." (emphasis added)*

    a. *We offer an undergraduate degree in Therapeutic Recreation; students are prepared for licensure as Certified Therapeutic Recreation Specialists (CTRS) by the National Council for Therapeutic Recreation (https://www.nctrc.org/). This profession is not included on the list of New York State Licensed Professions (http://www.op.nysed.gov/prof/) Question: Because this field shares numerous similarities with Physical Therapy as described by New York State (http://www.op.nysed.gov/prof/pt/) can it be included as a Health Profession for the purposes of the CSTEP program?*

The RFP states that it must be: "an undergraduate level program of study and/or graduate level program registered by the State Education Department and offered in New York State". A Certified Therapeutic Recreation Specialists (CTRS) may be certified by the National Council for Therapeutic Recreation however it is not included on the list of New York State Licensed Professions as NYS currently does not license/certify Therapeutic Recreation Specialists, and therefore this cannot be considered as a qualifying major for the NYS CSTEP RFP.

93. *Is law considered a licensed profession?*

If the students intended career outcome is one which leads to a NYS licensure, a scientific or technical career then it would be applicable. Since the New York State Board of Law Examiners has the power to license attorneys to practice law in New York and operates under the auspices of the New York State Court of Appeals and within three years of passing the bar exam, you must apply for admission to the New York State Bar to be sworn in formally and then officially licensed to practice law in New York State, this is considered a licensed profession.

94. *When do they need to be "re certified" by a new institution? What exactly is a transfer student?*

> If a student exits from a CSTEP program, graduates or transfers, they need to re-apply and re-establish their eligibility whether that is at the same institution or at a new institution.

95. *The chart on page 47 asks for "Major leading to licensure, scientific or technical careers" so can we include majors in the trades (electrical, welding, automotive, machine tool, construction/building trades) in this grant? These graduates receive AOS (Applied Occupational Studies) degrees.*

> If the students intended career outcome is one which leads to a NYS licensure, a scientific or technical career then it would be applicable.

96. *The list of professions found on the NYS Education Department website does not include Radiology Technician or Sonographer. Can we include these two majors which lead to licensure in the CSTEP grant application?*

> If these students intended career outcome is one which leads to a NYS licensure, a scientific or technical career, then it would be applicable.

97. *Is Forensic Science a major that can be included in this grant?*

> If the students intended career outcome is one which leads to a NYS licensure, a scientific or technical career, then it would be applicable.

98. *Is Criminal Justice a CSTEP-eligible major - and is the legal profession (i.e.: lawyer) is a licensed profession? Lawyers must take and pass the NYS bar exam, but is this considered in the same vein as a 'license' as far as CSTEP is concerned?*

> If the students intended career outcome is one which leads to a NYS licensure, a scientific or technical career then it would be applicable. Since the New York State Board of Law Examiners has the power to license attorneys to practice law in New York and operates under the auspices of the New York State Court of Appeals and within three years of passing the bar exam, you must apply for admission to the New York State Bar to be sworn in formally and then officially licensed to practice law in New York State, this is considered a licensed profession.

99. *If a student is in a major that is not technically STEM/LP but aspires to enter a licensed profession (i.e.: a sociology major who aspires to be a social worker) can this student be eligible for CSTEP as well?*

If the students intended career outcome is one which leads to a NYS licensure, a scientific or technical career then it would be applicable.

100. *Additionally, students preparing to apply to the Nursing or Respiratory Care programs, find themselves having to switch up majors to take program entry required courses and to seek full-time status for maximum aid, avoiding not to pay out of pocket?*

Per the regulations, eligible students must be in good academic standing and enrolled full time in an approved program of study, as defined by the Regents.

101. *Are programs permitted to carry on their roster students on a five-year BA/MA track through graduation of the MA?*

Yes, if the students are in good academic standing and enrolled full time in an approved program of study, as defined by the Regents.

102. *Are programs permitted to carry on their roster students that graduate from their institution and pursue a graduate program of study at the same institution? For example, MSW and/or Accounting students pursuing a MA degree for additional credits to sit for their licensing exam?*

Yes, if the students are in good academic standing and enrolled full time in an approved program of study, as defined by the Regents.

103. *As an existing grantee, can we request a reduction in the contracted headcount due to a reduction in the institution's overall enrollment over the past five years and forecasted trend of a continued decrease in enrollment?*

As this is a new grant cycle all proposals are new and therefore any/all proposals shall be reviewed based on the specified headcount and corresponding budget as submitted in this proposal to determine awardees.

Cooperative Relationships

104. *What do you consider an "Established Partnership with Research Facilities, Service-learning projects, and private industry"? (Focus on Established)*

SED considers the institution or programs existing relationships that allow opportunities for students to participate in research, service learning, etc. as those whom an established relationship exists.

105.   *On Page 62, in the reviewer's criteria for Cooperative Relationships, the description in the top right corner of the rubric states that CSTEP programs must have formal collaborations with local education agencies including local schools and school districts. These are not mentioned in the items #1-4 in the rubric below nor discussed on page 36-7 which describes the Cooperative Relationships section. Will you please clarify the requirement for formal collaboration with local education agencies, schools, and school districts and how this will be scored?*

As stated on page 62 on the top left box, "Provide a brief description of formal collaborations between the proposing institution and local education agencies such as…", therefore this is a suggested list. The proposal should list those whom they are or will have relationships with for the purposes of the proposal.

106.   *Are letters of support required for this RFP? If so, who should they be addressed to?*

Per the RFP on p. 36 of the Cooperative Relationships section, a reference is made to letters of support. You may address them to either: Beth Berlin, Acting Commissioner of Education or, Anael Alston, Assistant Commissioner for the Office of Access, Equity & Community Engagement.

107.   *Is there a format/structure we should follow for the MOU letters?*

No format was specified in this RFP.